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ABSTRACT

This workbook is one component of the Career Survival Kit prepared for teenage parents in Wisconsin. The workbook helps students identify their skills and interests, choose an occupation, plan for a career, and discuss issues of concern to them as parents. The workbook emphasizes the need to plan for the future. Activities explore the concepts of family and career, the need to plan, women and the world of work, higher wage occupations, career information resources, job search methods, legal rights and discrimination, sexual harassment, and employability skills and atittudes. One of the two visual components included in the list, the videotape called "Breaking Out: Career Choices for Teenage Parents," was designed to accompany this workbook. (KC)

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Career Planning Workbook:

From Astronaut to Zoologist

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Career Planning Workbook: From Astronaut to Zoologist

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University of Wisconsin

September, 1987

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DEDICATION

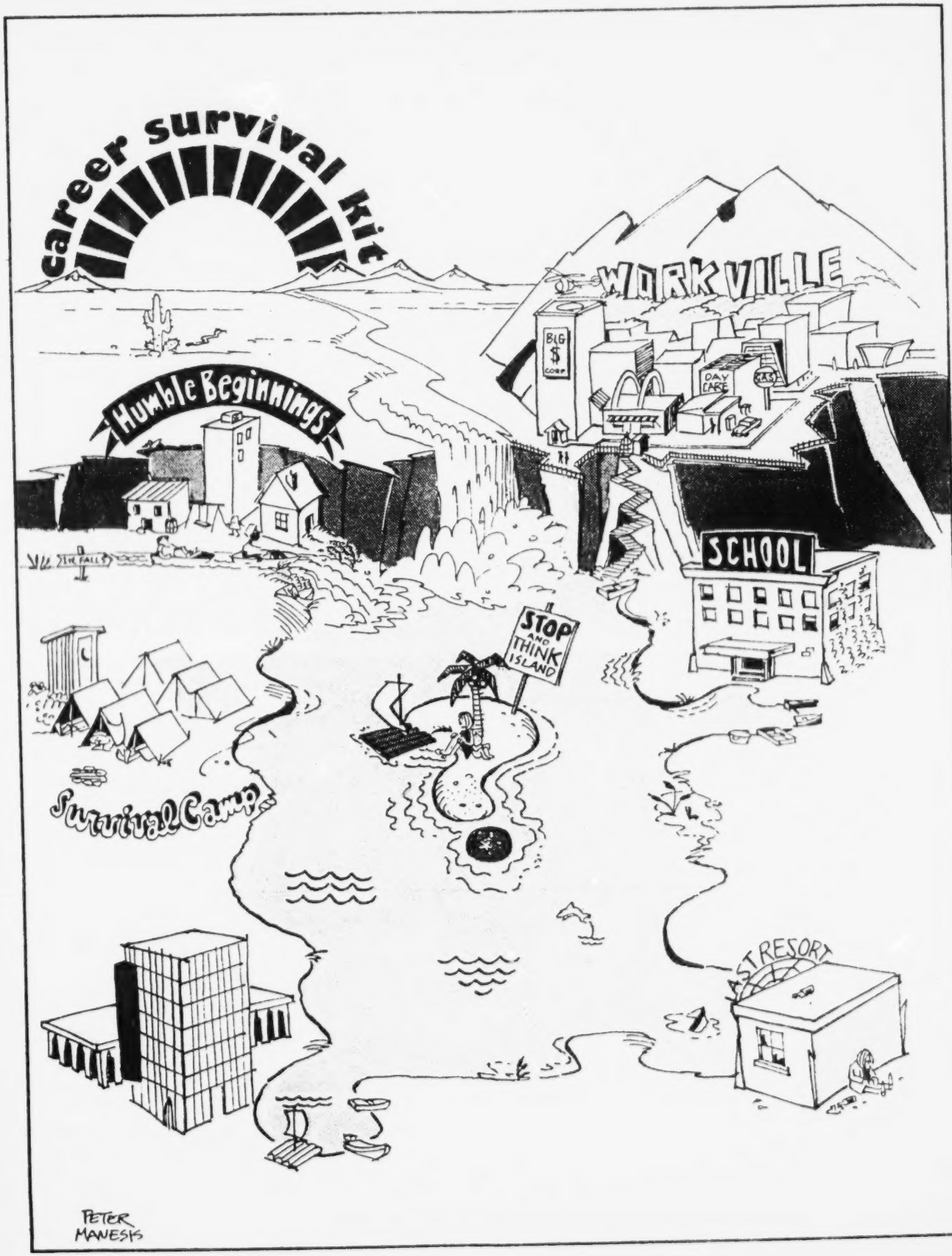
I would like to dedicate this Workbook to the teenage parents who participated in its development. Namely, those students from Wisconsin schools including: Beloit Memorial High School, the Racine District Assessment Center, Reuther Alternative High School of Kenosha, Milwaukee Spectrum, Inc. of Milwaukee, and Hudson High School. Their suggestions, comments, and personal histories were invaluable in the development of the Workbook.

Acknowledgements

I would especially like to thank Barbara Dougherty for her unconditional support, motivation, and guidance. Her insight and perceptive comments were invaluable in the development of this Workbook.

A very special thanks to Patty Patterson for her patience in helping with endless revisions of the curriculum. Terri Lynn Bleck provided technical assistance and the creative graphics. Her contribution is deeply appreciated. Thank you to Nancy Howard, Leanne Law and Sue Ales for editing the text.

And many thanks to Barbara Bitters who had the foresight to recognize the need for these materials and provided the resources to make it possible. Without her contributions this project could not have happened.


career survival kit
WORKVILLE
BIG $ CORP
DAY CARE
Humble Beginnings
SCHOOL
STOP AND THINK ISLAND
Survival Camp
RESORT
PETER MANESIS

Introduction

INTRODUCTION TO CAREER PLANNING

Career Planning is a skill you can learn. There are unlimited possibilities and opportunities available to those who know their abilities and how to use them in planning for the future. Learning about the changes that are taking place in society can help you create new opportunities for yourself. Setting goals, identifying your special skills and interests, and taking responsibility for shaping your life are steps to preparing you for the future.

As you learn more about yourself and apply that knowledge to your career plans you can make choices that will guide you in a direction that is best for you. Making your own decisions and choices will build your self confidence.

This Career Planning Workbook is designed to help you learn the steps in planning for your future. It will help you understand the changing workforce, assess your needs, skills, and interests, and learn what you need to do to move ahead into the world of work and adulthood.

Exercises are designed to help you identify those parts of yourself that are important in making decisions about an occupation and career choice. You will learn skills for finding and keeping a job. Working with the exercises will actively involve you with these steps.

Career planning is a very personal process. The exercises that follow ask you to identify information about yourself and to use that information in making career decisions. Be as honest with yourself as possible when doing the exercises. The more honest and thoughtful you are in your responses the better decisions you will make for yourself.

While working with the information and activities in this Workbook you may have questions or want to talk about some of the issues that arise. Be sure to ask your instructor about particular points that interest you. This workbook is designed to help you explore yourself in relation to the world of work. You may want some help and direction from other people.

Seek out people you trust, who listen to your needs when you want further direction and support with your plans.

Career planning takes time and commitment. The benefits you experience will be in proportion to the work you put into it. Your own desire to expand and grow will help you in this process. Trust your inner thoughts and feelings to guide you. Listen to the messages you give yourself about choices and direction. You can be your own best guide.

Steps in the Career Ladder

Keeping that job
Finding that job
Education and training for marketable skills
Career exploration and planning
Basic skills development
Self assessment and awareness of needs

Career Planning is achieved through a step-by-step process.

FAMILY AND CAREER

With changes in American families and the workforce, there are some important factors to consider when thinking about your future and your career. The choice you make will have an effect on your family. Factors to consider include:

- The amount of money you will need to survive,
- The kinds of child care arrangements you need to make,
- Who will do what,
- Who can you count on,
- How are child care and family roles shared,
- How many children you want,
- Whether you have a single or double income for your source of support
- Family roles and responsibilities that are yours alone or shared with your partner,
- Who can you count on for help when you need it,
- What kind of work will you do,
- Where will you work (ie., state, city, town, rural area) and,
- What will your work environment be like?
- With whom will you work?

  What will be your needs for transportation

If you are happy in your work outside of home you are more likely to be happy at home. Choose an occupation that ifts with your interests, needs and skills.

FAMILY AND CAREER CHOICES

What family and career issues are important to you? (List at least three for Family and three for Career.)

Three things that are important to me when I think about having a family and working are:

FAMILY

_____

_____

_____

_____

_____

_____

CAREER

_____

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As you learn more about occupations and career choices you may wish to add to this list and refer back to it when making decisions about what you want to do with your future.

THE NEED TO PLAN

Changes in American society, and the world of paid work, make it necessary to plan carefully for the future. Trends in the workforce change and knowing these trends will help you make better choices and plan for the future.

For example, over the last twenty years there has been a dramatic change in the number of women entering the workforce. Sixty per cent of the increase in employment over these years has been because of women.

The increase in numbers in the workforce means there is more competition for the jobs. Knowing where those jobs are, and getting trained for them, is the best way to prepare yourself for working.

Technological changes have brought about a shift in the kinds of labor needed in the American economy. While some occupations are becoming out-of-date, new occupations are opening. Employment trends are increasing the demand for workers in information systems (computer technology) and services (jobs that provide services to the public).

To be prepared for these changes, you will need to plan for your future. The plans you make now may change, but you will learn to make things happen for yourself by planning and following through on them.

Planning is a key element of success. Getting organized is another one. These two elements will help you prepare for a successful future.

A PLANNING GUIDE

In the space below, write in the things you feel you want to consider in making a plan for the future of you and your family. For example, some things you may want to think about are: long-term goals, short-term goals, education, family, location (where you want to live), lifestyle. You will have more specific things you want to consider in your plans for the future. It's good to get them down on paper so you have a guide to follow as you make decisions about occupations and career later in this workbook. This guide can be something you will change as your learn more about what you want for yourself and your family. For now, just write in the things that come to your mind.

DATE: _____

MY FUTURE PLANS

_____

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Work 'N Women

THE CHANGING WORKFORCE

The workforce of today is much different from that of twenty years ago. Your experiences in the workforce will be different from those of your parents.

It is important to look at those changes and make some decisions about how to prepare for your entry into the workforce.

Every community experiences changes in the workforce just as a nation does. Each community is different and it is important to be aware of those changes and the factors that make them happen.

For example, predictions for the national workforce of the future identify two main areas where jobs will be available, 1) Information systems, and 2) Service industry.

For Wisconsin, most new jobs will be found in the professional, paraprofessional, technical occupations, service, production, and maintenance occupations.

Changes in the workforce happen as a result of economic, social and technological trends.

What kinds of changes have occurred over the last 10 years in your community?

WORKFORCE CHANGES IN MY COMMUNITY

After discussion in class write in the space below some workforce changes that took place in your community over the last ten years:

_____

_____

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_____

What about in the nation? In the space below write in some workforce changes that took place in the nation over the last 10 years.

_____

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Knowing and understanding workforce changes can guide your decisions about occupations and career choices.

Some other factors to consider about your choice of occupation and your role in the workforce are:

- Changing work roles of men and women (ie., women as engineers and managers vs. secretaries and waitresses; men as nurses);
- Changes in family structure to more single-parent households;
- Greater need for child care and adequate salaries to pay for it;
- The increasing numbers of women in the workforce;
- Changes in the workforce in your community;
- Lower-wage vs. higher-wage occupations (knowing what kinds of jobs pay higher wages);
- How to find jobs that pay higher wages;
- Kinds of training necessary for higher-wage jobs;
- The impact of technology on the job market;
- The kind of work best suited for you;
- What you need to do to prepare yourself for the occupation you want;
- Developing your employability skills;
- Finishing high school;
- Choices of lifestyle;
- Long and short term goals;
- The relationship between your family and your career.

PERSONAL FACTORS TO CONSIDER WHEN CHOOSING AN OCCUPATION

In the space below, write in those factors that affect you personally that you feel you need to consider and that concerns the workforce and your choice of occupations. For example, there may be things that relate to family, relationships, location, interests, etc. List as many as you can think of.

WOMEN AND THE WORKFORCE

It is hard to predict the future so that everything works out exactly as you plan it. However, realistic planning is one way to get many of the things you want out of life.

Women are entering the work force at an increasing rate. Chances are good, if you are a woman, that you will work most of your adult life. Whether you get married or not, you will probably need to work to support yourself and your family. The image of the husband as sole breadwinner in a family is past history in most families.

Many more households are headed by single women than ever before. This is a growing trend in this country. It means that women have to be aware of the need to support themselves. They must take this need seriously, and get the preparation they need to earn an adequate income.

There are many myths about women and their participation in the workforce. In this context a myth is a belief that is imagined, but is not real or true. For example, one myth is that women do not work out of necessity. Learning the facts about women and their participation in the workforce will help dispel myths.

Other myths include:*

Myth: "A woman's place is in the home."

Reality: Homemaking in itself is no longer a full-time job for most people. Goods and services formerly produced in the home are now commercially available; labor saving devices have lightened or eliminated much work around the home.

Today more than half of all women between 18 and 64 years of age are in the labor force, where they are making a substantial contribution to the nation's economy. Studies show that 9 out of 10 girls will work outside the home at some times in the lives.

Myth: "Women are not seriously attached to the labor force; they work only for extra pocket money.

Reality: Of the nearly 35 million women in the labor force in March 1973, nearly half were working because of pressing economic need. They were either single, widowed, divorced, separated, or had husbands whose incomes were less than $3,000 a year. Another 4.7 million had husbands with incomes between $3,000 and $7,000.

Myth: "Women are out ill more than male workers; they cost the company more."

Reality: A recent Public Health Service study shows little difference in absentee rates due to illness or injury: 5.6 days a year for women compared with 5.2 for men.

Myth: Women do not work as long or as regularly as their male coworkers; their training is costly--and largely wasted."

Reality: A declining number of women leave work for marriage and children. But even among those who do leave, a majority return when their children are in school. Even with a break in employment, the average woman worker has a work-life expectancy of 25 years as compared with 43 years for the average male worker. The single woman averages 45 years in the labor force.

Studies on labor turnover indicate that net differences for men and women are generally small. In manufacturing industries, the 1968 rates of accessions per 100 employees were 4.4 for men and 5.3 for women; the respective separation rates were 4.4 and 5.2.

Myth: Married women take jobs away from men; in fact, they ought to quit those jobs they now hold.

Reality: There were 19.8 million married women (husbands present) in the labor force in March 1973; the number of unemployed men was 2.5 million. If all the married women stayed home and unemployed men were placed in their jobs, there would be 17.3 million unfilled jobs.

Moreover, most unemployed men do not have the education or the skill to qualify for many of the jobs held by women, such as secretaries, teachers, and nurses.

Myth: Women should stick to "women's jobs" and should not compete for "men's jobs."

Reality: Job requirements, with extremely rare exceptions, are unrelated to sex. Tradition rather than job content has led to labeling certain jobs as women's and others as men's jobs. In measuring 22 inherent aptitudes and knowledge areas, a research laboratory found that there is no sex difference in 14 jobs, women excel in 6, and men excel in 2.

Myth: The employment of mothers leads to juvenile delinquency.

Reality: Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor.

These studies indicate that it is the quality of a mother's care, rather than the time consumed in such care, that is of major significance.

Source: U.S. Department of Labor, Employment Standards Administration, Women's Bureau, Washington, D.C.: U.S. Government Printing Office.

MYTHS ABOUT WOMEN

What are some other myths about women and work that you hear (from friends, home, school, in your community, etc.)? In the space below, write some other myths about women and explain why they are myths.

FACTS ON WOMEN WORKERS

- Women, on average, earn less than two-thirds as much as men. In 1975, the earnings of women who worked at full-time jobs through the year were only 59 percent of the amount similarly-employed men earned. In 1983, women earned 64 percent of male earnings.

- In 1970, there were about 6.7 million children in one-parent families; by 1984, nearly 10.9 million children were in such families. Most of these children are being raised by their mothers.

- In March 1984, over 16 percent of all families in the United States had women as their principal source of economic support.

- As of 1984, about 69 percent of the women maintaining families were white, 29 percent were black, and 10 percent were of Hispanic origin.

- The high incidence of poverty in families maintained by women is a result of higher unemployment, lower educational levels, more dependent children, and lower earnings, when compared with other labor force groups.

- Sixty-one percent of women who maintained families in 1984 were labor force participants, compared with 54 percent in 1975.

- In 1984, 43 percent of all black families were headed by women.

- About 63 percent of black mothers of children under 18 were in the labor force in March 1984.

- Mothers raising children by themselves often receive no support from the absent father. In 1981, only three-fifths of women with dependent children were awarded child support or had an agreement to receive it.

- Women who maintain families are more likely not to have completed high school, and less likely to have attended or graduated from college, than the householder in other family groups. Lack of education keeps these women in low-paying jobs.

- In 1984, 6 out of 10 women with children under 18 years old, were in the labor force. Ten years earlier, not quite 5 out of 10 mothers were employed outside the home.

- In 1984, 71 percent of employed mothers with children under 18 work full time.

- Unemployment among black teenage women, at 42.6 percent in 1984, is nearly three times the rate for white teenage women (15.2 percent).

- Over half (53.8 percent) of black families headed by women had incomes below the poverty level in 1983.

- The number of families maintained by women grew more than 84 percent between 1970 and 1984.

- Despite the upward trend in women's earnings, compared with men's, women often remain employed in jobs with relatively low earnings. These are generally in lower-paying industries such as clothing manufacturing; in lower-paying professions such as teaching; and in lower-paying service and clerical jobs.*

These statistics show that women make up a significant part of the labor force. Women work out of necessity; and generally earn less than men. The majority of women who leave work to have children return to work.

The current trend is for women to marry later, have fewer children, and have longer periods of time between births. These changes help women earn more income and have increased the number of women in the workforce.

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* Source: U.S. Department of Labor, Bureau of Labor Statistics and U.S. Department of Commerce, Bureau of the Census, 1985.

WHY WOMEN WORK

While the nation was still recovering from an economic recession in 1977, women continued to join the workforce in increasing numbers. An average of 40 million women were in the labor force (working or looking work) during the year. Of this number, almost 36.7 million were employed either part or full-time. Women work for the same reasons men do: to provide for the welfare of themselves, their families, or others.

Changes in the job market, and choices by women, have made it more possible for greater economic opportunities.

Many organizations are offering alternative work schedules to accommodate parents with childcare responsibilities. Women are now more able to negotiate full-time, flextime, and part-year employment.

Your level of education is a critical factor in attaining jobs that provide higher pay and benefits, and provide the potential and possibilities for moving up the ladder of success. Education is the most important key to a successful career. The more education you have, the better your chances for opportunities that open the door to success.

More than half of all women 16 years of age and older are wage earners. Did you realize that so many are women working? Let's explore some of the facts on women and work.

- Over 40 percent of the women in the labor force in 1977 were single because they were widowed, divorced, separated, or never married.

- Most of the 9.5 million women workers who were never married were working to support others, as well as themselves.

- Nearly all of the 7.5 million women workers who were widowed, divorced, or separated from their husbands--particularly women with children--were working for economic reasons.

Source: U.S. Department of Labor, Office of the Secretary, Women's Bureau, Washington, D.C.

WHAT DO YOU KNOW ABOUT WORKING WOMEN?

In order to examine your impressions about working women, answer the following questions to the best of your ability.

1. ____ What percent of women who are the heads of families were in the labor force in 1982?

   a. about 20 percent
   b. about 40 percent
   c. about 60 percent
   d. about 10 percent

2. ____ What percent of these families had incomes below the poverty level?

   a. about 15 percent
   b. about 25 percent
   c. about 30 percent
   d. about 50 percent

3. ____ What percent of the total growth of the civilian labor force from 1975 through 1984 was contributed by women?

   a. more than 20 percent
   b. more than 60 percent
   c. more than 40 percent
   d. more than 15 percent

4. ____ What is the largest occupation of women?

   a. secretarial
   b. doctor
   c. nursing
   d. teaching

5. ____ What percent of teenage and young adult women participated in the labor market in 1984.

   a. 63 percent
   b. 22 percent
   c. 37 percent
   d. 28 percent

6. ____ Which factor significantly affects the employment status of women?

   a. marital status
   b. age
   c. education
   d. number of children

7. ____ The average number of years of education completed by women workers in 1984 was:

a. 8
b. 12.7
c. 10.5
d. 6

8. ____ The majority of women work because of:

a. boredom at home
b. a desire to broaden their social network
c. a need to develop other interests
d. economic need

9. ____ Women earn less money in the labor force because:

a. they tend to work in lower paying jobs
b. they lack training for higher wage occupations
c. sex role stereotyping has limited the work roles for women who could earn higher salaries if they were trained and educated for them
d. all of the above

10. ____ What kind of discrimination in hiring is illegal?

a. gender or sex
b. racial or ethnic
c. if a woman is pregnant
d. all of the above

Answers to the quiz on women in the workforce.

1. c. About 60 percent of women who are heads of families were in the labor force, and more than three-fourths of them were the only wage earners in their families.

2. c. About 30 percent of these families maintained by women had incomes below the poverty level in 1981.

3. b. Women contributed more than 62 percent of the total growth of the labor force. Their numbers rose from 37 million to 50 million between 1975 and 1984. This means that women are entering the labor force in increasing numbers.

4. a. Secretarial work is still the largest occupation for women, just as it was at the beginning of the decade.

5. a. Sixty-three percent of teenage and adult women participated in the workforce in 1984. In 1975, only 57 percent of these women worked.

6. c. Education greatly affects the employment status of women. The more education they have, the greater the likelihood they will be in paid employment.

7. b. Women workers averaged 12.7 years of school in 1984. The median years of school by men workers in 1984 was 12.8 years.

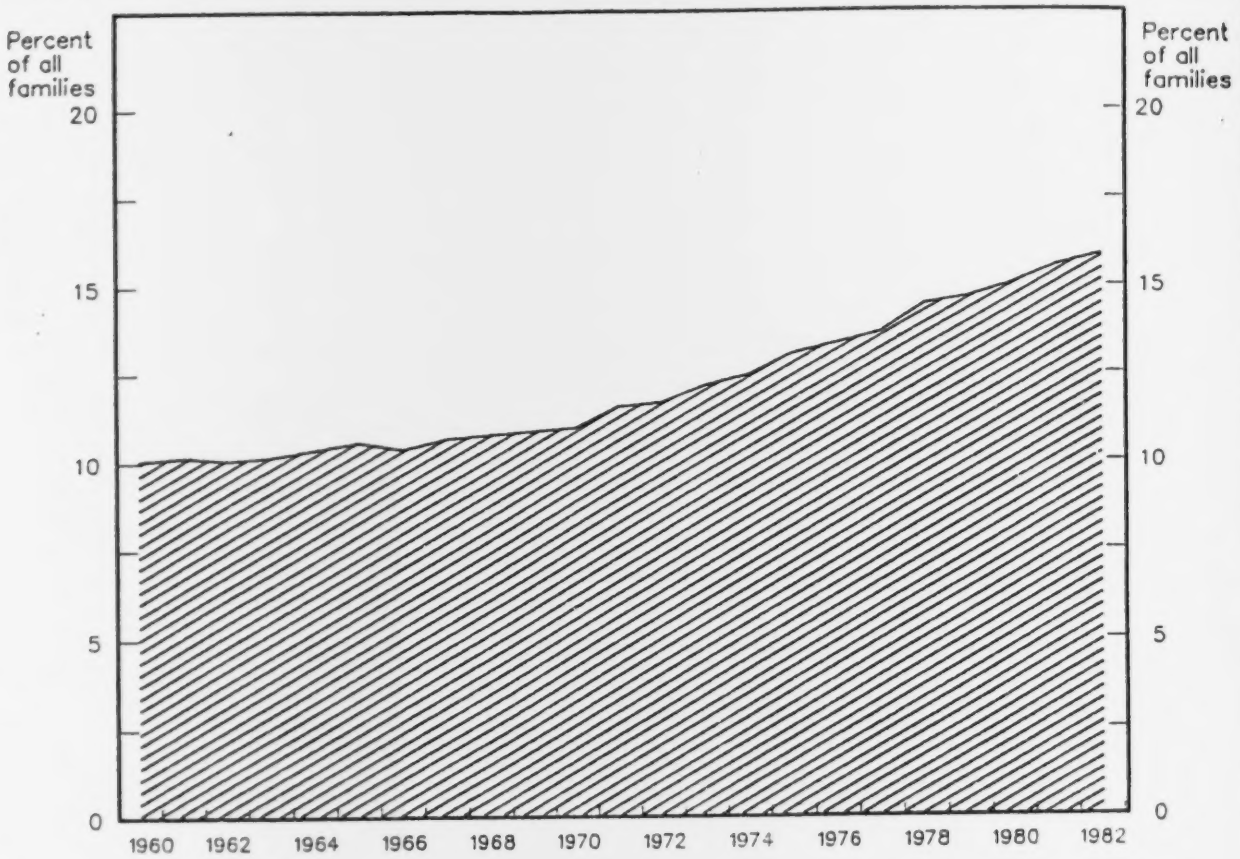
8. d. Economic need is the main reason women work. Nearly two-thirds of all women in the civilian labor force in 1984 were either single, divorced, widowed, separated, or had husbands whose incomes in 1983 were less than $15,000.

9. d. All of the reasons listed tell why women earn less than men in the labor force.

10. d. All reasons listed are illegal. Discrimination because of race or ethnic group, sex or religion, gender, pregnancy, handicap, or national origin is illegal according to the 1964 Civil Rights Act.

Source: U.S. Department of Labor, Women's Bureau, Fact Sheet No. 85-1, 1985.

The proportion of families maintained by a woman has increased markedly



- One of every six families was maintained by a woman in March 1982. During the past decade, the number of families in which no husband was present climbed steadily, reflecting the increased frequency of marital breakups and children born outside of marriage.

- The growth in the number of families maintained by women far outpaced that of other families. From 1972 to 1982, their number increased by 57 percent to a total of 9.7 million, compared with a 10-percent increase for other families.

- Three out of five women maintaining families were in the labor force in 1982. These women had, on average, completed fewer years of school than wives and were concentrated in lower skilled, lower paying jobs.

Source: Women at Work: A Chartbook, U.S. Department of Labor, Bureau of Labor Statistics, April, 1983.

WOMEN AND THE WORKFORCE QUESTIONNAIRE

Is your awareness of women in the work force increasing? Here are some other questions to test your knowledge. Circle the answer you think is correct.

1. Out of every ten women in this country, how many can expect to work during their lifetime?

   a. 9
   b. 2
   c. 6
   d. 5

2. What is the average weekly income of a registered nurse?

   a. $600
   b. $500
   c. $332
   d. $400

3. What is the average weekly income of a secretary?

   a. $230
   b. $350
   c. $400
   d. $500

4. What is the average weekly income of a carpenter?

   a. $325
   b. $400
   c. $450
   d. $540

5. What is the average weekly income of an engineer?

   a. $450
   b. $540
   c. $300
   d. $350

6. How many years can the average <u>woman</u> expect to work in her lifetime?

   a. 10
   b. 22
   c. 34
   d. 15

7. How many years can the average man expect to work in his lifetime?

   a. 25
   b. 30
   c. 35
   d. 41

8. What percent of secretarial jobs are held by men?

   a. 1 percent
   b. 10 percent
   c. 15 percent
   d. 25 percent

9. What percent of apprenticeships are held by women?

   a. 10 percent
   b. 15 percent
   c. 6 percent
   d. 20 percent

10. What percent of doctors in this country are women?

    a. 20 percent
    b. 50 percent
    c. 17 percent
    d. 14 percent

11. What percent of nurses in this country are men?

    a. 20 percent
    b. 50 percent
    c. 4 percent
    d. 7 percent

12. How much education must a woman have to equal the median income of a man with an eighth grade education?

    a. 4 years of college
    b. 8th grade
    c. 12th grade
    d. high school and 3 years of college

13. Between 1978 and 1990, jobs in the computer-related fields are predicted to increase by what percent?

    a. 94 percent
    b. 15 percent
    c. 50 percent
    d. none of the above

Answers to the multiple choice "Women and the Workforce Questionaire" are:

1. 9
2. $332
3. $230
4. $325
5. $540
6. 34
7. 41
8. 1 percent
9. 6 percent
10. 14 percent
11. 4 percent
12. 4 years of college
13. 94 percent

Source: WINC Curriculum Guide, Women's Bureau, U.S. Department of Labor, 1984.

Women's participation in the workforce has increased steadily over the past two decades and will continue to increase.

This means that career planning is extremely important to women as they prepare for long-term work. Even if married, both young men and young women need to plan on the fact that most women who work contribute to the household.

Flexibility about roles at home and at work will become increasingly important to women and men. Cooperation will be a main factor in maintaining sound family relationships between partners and all family members.

Most women, 16 years of age and older, can expect to spend approximately 30 years of their lives as wage earners.

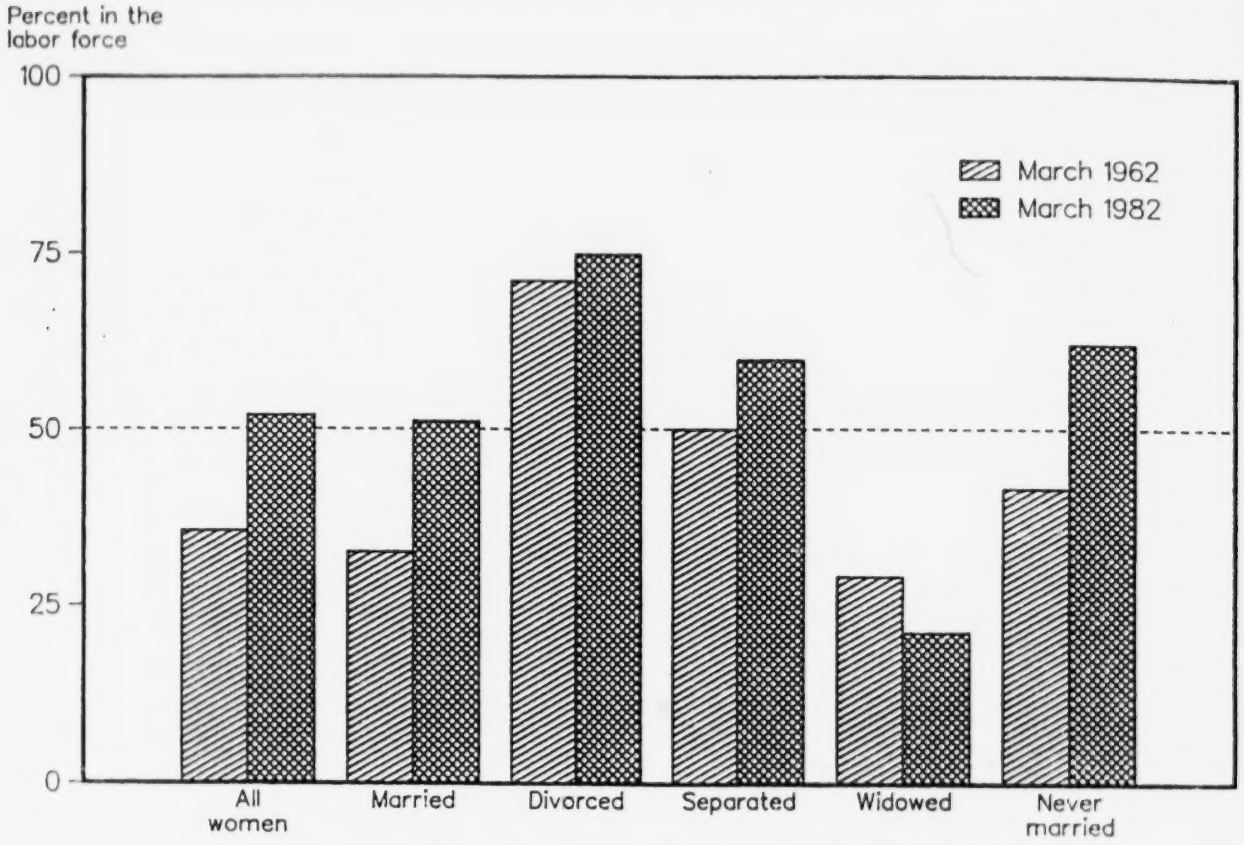
It is becoming increasingly important to complete high school because a diploma has become a standard requirement for most jobs. Those who do not complete high school risk staying in poverty-level lifestyles.

High school dropouts will most likely have to return to get a high school equivalency diploma (GED), and may need vocational and technical training.

Occupations that require less training are more likely to have lower wages and job security than those requiring additional training beyond high school.

Thinking about an occupation, and choosing those that are interesting to you, is something to begin now. The earlier you begin to sort out the facts about work and career, the better your chances of getting the training you need to find employment.

Half of all married women are now in the labor force



Labor force participation rates of women by marital status, 1962 and 1982

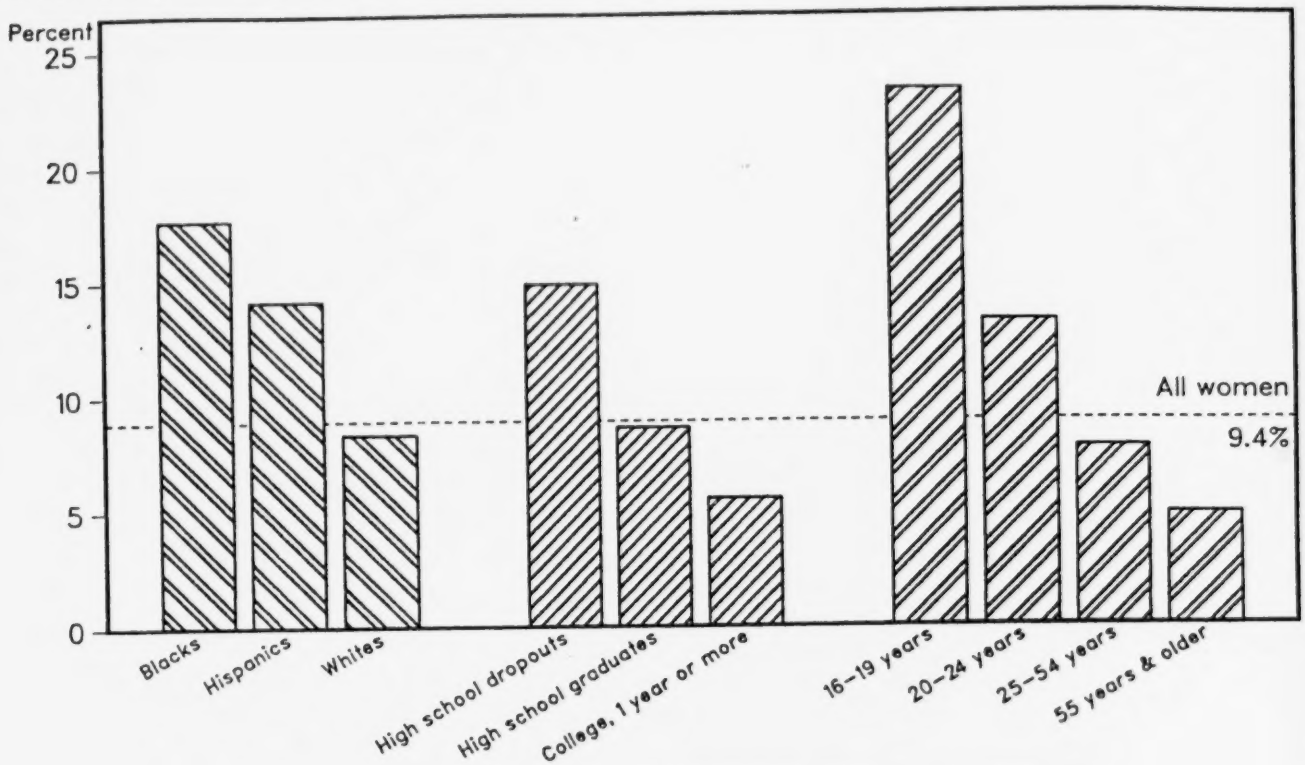
• In March 1982, 26 million wives, or 51 percent of all married women, were working or looking for work. Twenty years earlier, only a third were in the labor force.

• Over half the growth in married women's labor force participation occurred during the 1970's, largely among those with school-age children. Between 1970 and 1980, the labor force participation rate of wives whose only children were 6 to 17 years old rose from 49 percent to 62 percent. However, since 1980, most of the increase has been among those with pre-school children.

• The proportions of divorced, separated, and never-married women in the labor force in 1982 also were greater than they had been 20 years earlier. Although the *increase* was smallest among divorced women, they remained far more likely to be in the labor force than women of any other marital status.

Source: Women at Work: A Chartbook, U.S. Department of Labor, Bureau of Labor Statistics, April, 1983.

Unemployment among women varies by race, education, and age



Unemployment rates of women by race and ethnicity, education, and age, 1982

- As is the case among all workers, unemployment rates of women are higher for black and Hispanic workers than for whites. The rate for black women in 1982 was about twice the rate for white women.

- For women, as for men, unemployment rates decline with increasing education and work experience.

- Black teenagers have the highest unemployment rate of all worker groups. In 1982, the rate for black teenage women was 47 percent.

Source: Women at Work: A Chartbook, U.S. Department of Labor, Bureau of Labor Statistics, April, 1983.

Optimize Your Options

HIGHER-WAGE OCCUPATIONS

There are increasing opportunities to earn much higher wages as choices in the workforce increase. Those who enter higher-wage careers find better pay, benefits, and more interesting work.

Think about expanding your options. Consider a career that can be more fulfilling and pay more. Use the budget exercise to find the kind of salary you will need to support yourself and your child. This information can help guide your occupational choices. Look for occupations that pay the salary you need.

There are many things to consider about a higher-wage occupation. This section will help you clarify your values, skills, and interests concerning these career options.

A higher-wage occupation is one that provides:

- better wages for work performed,
- has opportunities for advancement and mobility,
- provides good benefits such as health insurance, vacation and sick leave, alternative work schedules, consideration for child care arrangements, and
- has a higher potential for enjoying the work performed.

Higher wage occupations are particularly attractive to women and minorities because they have traditionally held the lower-paying jobs in the workforce. Times have changed, and the opportunities for increased earnings are there if you are willing to focus your energy and concentrate on making sound decisions to move in this direction.

ADVANTAGES OF HIGHER WAGE OCCUPATIONS

Higher-wage jobs offer a variety of advantages. Some of the major rewards include the following:

SALARY Higher wage jobs often provide the opportunity for better pay for women. With more jobs to choose from, there is a better chance of getting a better-paying job. Jobs traditionally held by men do pay better wages. Furthermore, men working in jobs which are non-traditional for them (the female-dominated jobs) often earn more than women who work in those fields.

ADVANCEMENT OPPORTUNITY Higher wage jobs, especially those in the apprenticeable trades, usually have established steps for advancement. For example, in construction, a worker can move from apprentice to journeyworker, to supervisor, to superintendent. Workers in some trades start their own contracting businesses.

BENEFITS In non-traditional jobs, higher-wages are often paid when workers become unionized. Fringe benefits and job protections may also be negotiated.

THE WORK AND JOB SATISFACTION The greater the range of experience a job offers, and the more options it makes available, the greater the chances for satisfaction.

EDUCATION/ TRAINING Most higher-wage jobs require specialized skills. Employers are usually payed according to the amount of training or education required. Apprenticeship training, for example, usually provides beginning wages equal to half of what the trained journeyworker earns. As the apprentice learns and performs better, she generally receives periodic increases in wages.

When training is completed, the apprentice is usually earning 90 percent of journeyworker wages. This process enables trainees to earn while they learn.

WORK HOURS

Many higher-wage jobs in the skilled trades have potential overtime pay. Also, these jobs often provide a greater variety of schedules or shifts to choose from. Pay for evening and night shifts is often higher.

Source: WINC Curriculum Guide, Women's Bureau, U.S. Department of Labor, 1984.

SOME HIGHER-WAGE OPPORTUNITIES FOR WOMEN

PROFESSIONAL

Engineering
Law
Medicine
Science
Mathematics
Geology
Environmental Science
Architecture
Landscape Architecture
Geography
Accounting
Protective Services
(Fire/Police)

MARKETING

Commission Sales
Graphics
Advertising
Freight Forwarding
Shipping
Transportation

TECHNICAL

Airplane Pilot
Air Traffic Controller
Computer Programmer
Medical Technician
Chemical Technician
Engineering Technician
Photographer

APPRENTICESHIPS

Drywall Finisher
Lather
Carpenter
Electrician
Metal Fabricator
Millwright
Plumber/Pipefitter
Bricklayer
Painter
Welder
Air-Conditioning Mechanic
Chemical Plant Operator

TRAINING PROGRAMS

Auto Mechanics
T.V. and Radio Repair
Electronics
Surveying
Machinist
Welding

SKILLED CRAFTS/TRADES

Telephone Repairer
Office Equipment Repair
Computer Repairer
Construction
Plumbing
Auto Mechanics
Electrical

Source: WINC Curriculum Guide, Women's Bureau, U.S. Department of Labor, 1984.

SOME NON-TRADITIONAL JOB OPPORTUNITIES FOR MEN

APPRENTICESHIP/TRAINING PROGRAMS

Cosmetology
Flight Attendant

PROFESSIONAL

Dietician
Elementary School Teacher
Kindergarten Teacher
Librarian
Registered Nurse
Therapist

SALES

Cashier
Sales Clerk

SERVICE OCCUPATIONS

Child Care Worker
Dental Assistant
Nurse Aide
Servant and Cleaner
Welfare Service Aide

CLERICAL OCCUPATIONS

Bookkeeper
Mail Clerk
Secretary
Stenographer
Telephone Operator
Typist

Source: WINC Curriculum Guide, Women's Bureau, U.S. Department of Labor, 1984.

WOMEN AND MEN: JOB COMPARISONS

Comparing the lists of job opportunities for women and for men, what do you notice about the two?

Of the jobs listed on the previous two pages, which ones are most attractive to you?

In the past women have had barriers to higher wage occupations. One barrier has been sex-role stereotypes and myths that force women and men into inflexible roles. This is changing as people take charge of their career choices and look seriously at all the options available to them.

Some sex role myths are:

- women lack the temperament to do "men's" work,
- women cause additional expense to their employers,
- women do not have the physical stamina and strength for "men's work."

Assigning work roles by sex limits the potential of a person. You may have skills and interests in areas of work that you never considered, or you may not have recognized your potential in these areas.

Female-dominated jobs usually do not pay well. With families to support, more people are choosing to enter fields that will give them higher salaries, job security, and increased benefits.

Women now have a distinct advantage over their mothers as times have changed. Working in an occupation you enjoy can increase your self confidence because you challenge yourself and test your abilities. As the labor market changes and becomes more technological there will be increasing employment possibilities in new areas.

The most current information from the U.S. Bureau of Labor indicates that the jobs for the next 10 years which will have the most openings are those that are associated with technology, especially in computer-related occupations, engineering, and health.

Administrative and clerical jobs will not grow as much as other fields because of the rapid spread computerized office equipment and related office automation decreases the need for persons in these areas.

Now is the time for you to think about career choices and begin planning for your future by setting goals and getting the necessary training.

APPRENTICESHIP PROGRAMS

An apprenticeship is learning a skilled trade through training on the job. At the same time apprentices receive technical instruction in a classroom. Apprenticeships are in the fields of Construction trades, Industrial trades, and the Service trades.

An apprentice must be at least 16 years old and should have some of the natural manual abilities related to the occupation. For instance, to apprentice as a carpenter, you should like working with your hands, enjoy woodworking, and have some mathematical skills. You must be physically able to perform the job tasks of the trade and have a valid drivers license.

Apprenticeships vary from 1 to 5 years depending upon the kind of occupation you choose. During that time you receive on the job training, which is supervised by a journey worker, a person trained in that skill.

Part of your training takes place in the classroom spending approximately one day out of every two weeks in a school setting. Classroom training is often done at the local vocational and technical schools. Some of the subjects you are required to take are mathematics, blueprint reading, applied English, and other technical courses related to the skill.

You earn wages during an apprenticeship beginning at approximately half of what those who are fully trained earn. Salary advances usually come at six month intervals until you complete the training when you are then paid the salary of a full journey worker.

As an apprentice, you sign a contract with your employer. The contract is called an indenture which is a binding agreement between you and your employer whereby you agree to work for a given period of time in exchange for training and wages.

In an indenture you agree to work for the employer for a specified time, usually 2-4 years, and attend classes for a certain number of hours. In return, the employer agrees to provide you with training and work experience which meet uniform industry standards for your trade or craft and to pay you for the time you work you attend class.

The State Division of Apprenticeship and Training, in addition to approving the indenture, supervises your training program to see that both you and the employer meet the terms of the contract.

When the indenture if fulfilled, you receive a certificate which attests that you have successfully completed the apprenticeship and are recognized as a journey worker.

Getting into an apprenticeship involves a series of steps. In many trades, you must first find a job or employer whose business involves your chosen trade.

Talk to the employer and describe your qualifications -- courses taken, grades, related experience and ask to be hired as an employe/apprentice.

If the employer is interested but unfamiliar with the apprenticeship program, contact the Apprenticeship and Training Division office nearest you.

A representative of the division will be happy to explain the program to the employer. Addresses and phone numbers for these offices are provided below.

For more information on apprenticeships contact the State Division of Apprenticeship located nearest to you. A listing of Wisconsin offices is in the Wisconsin Resource Directory for Single Parents.

The following are examples of the occupational areas in which apprenticeship programs are conducted.

CONSTRUCTION PROGRAMS

Bricklaying
Carpentry
Electrical (Construction)
Painting & Decorating
Plastering
Plumbing
Iron Worker
Sheet Metal
Steamfitting
Glazing
Environmental Systems Tech.
Operating Engineer
Asbestos Working
Cement Masonry
Sprinklerfitting
Roofing
Boilermaking

SERVICE PROGRAMS

Auto Body Repairer
Auto Mechanic
Barber
Appliance Repairer
Cosmetology
Communication Line Work.
Electric Line Worker
Meat Cutter
Cook-Chef
Surveyor
Business Machine Repairer
Baker
Truck Mechanic
Heavy Duty Equip. Mechanic
Firefighter
Fire-Medic
Funeral Director
Graphic Arts Trade
Vending Machine Mechanic

INDUSTRIAL PROGRAMS

Instrument Repairer
Drafting
Machine Adjuster
Machinist
Foundry Technician
Patternmaker
Metal Fabricator
Tool & Die Maker
Tool Maker
Welder
Die Sinker
Pipefitter
Maintenance Painter
Power Engineer
Designer
Injection Molder
Machine Erector
List Truck Mechanic
Electrical Maintenance
Electrical Technician
Maintenance Mechanic
Electrical Motor Repairer
Millwright
Machine Repairer
Maintenance Carpenter

Affirmative Action goals for women and minorities may put you at an advantage in your application for enrollment in an apprentice program.

Some of the advantages of an apprenticeship are:

- For women, the wages are usually higher than for female-dominated jobs.
- You earn a living while in training for a career, and receive regular pay increases as job skills increase
- You are more likely to supervise other craftworkers and often have fewer and briefer periods of unemployment.
- You acquire a skill which enables you to compete more effectively in the labor market
- You are paid for both the hours worked on the job and for the hours spent in classroom instruction
- You receive formal training on the job under the supervision of a qualified worker in all the processes necessary to become skilled in that occupation
- You receive classroom or related instruction which supplements the on the job training with theoretical knowledge
- You receive a certificate of completion at the end of your training indicating that you are properly trained and skilled in your chosen trade or craft

Some of the disadvantages of apprenticeships are:

- They are very competitive and it may take a year or longer to get into a training program,
- The work is very demanding physically and has little flexibility in working hours. (For single parents this can be difficult.)
- It is essential that women apprentices be very assertive because you will be working with men who are not used to having women on the job and you must know how to handle comments that may be directed to you because you are a woman.

There are barriers to women participating in skilled jobs: Some of these barriers are:

- sexism,
- a lack of information about the field and the procedures,
- the idea that these jobs are considered unfeminine, and
- the myth that there are no opportunities for women in these fields.

Women who are actively involved in physical fitness, athletics and body building are physically able to perform these jobs.

Barriers can all be overcome if you decide that you really want to learn a skilled trade and are willing to persevere and to get the information and training you need to participate.

Your attitude about work and earning an income influences the kinds of choices you make for your work life. Everyone wants different kinds of things out of their work. Some people want their work to be interesting. Others want careers that have opportunities for advancement and job security. Some people want to earn a lot of money while others want to learn new and different things while working. Some people feel that all of these are important.

Knowing what is important to you in a career will help you define the kind of career you want. The activities in this section will help you sort out some of these things. It will also help you become aware of opportunities that you may not have considered.

If you limit your choices because you are a woman or because you are a man you are not being fair to yourself. Consider as many possibilities as you can and then select those that are most attractive to you.

Most higher-wage occupations need additional training beyond the High School diploma. Some of the training can last from six months to four years or longer depending on the field.

Completing High School is extremely important for obtaining jobs that will have better salaries, be more satisfying and have promotion potential. If you don't complete High School, you will have difficulty getting good jobs that pay well. Education is an investment in your future.

It is a long-term goal that takes planning and commitment on your part, but the investment is worth it in the long run because it will give you more options for your life.

For information about programs, degrees, and funding sources, see the Education section of the Wisconsin Resource Directory for Single Parents.

FACTORS TO CONSIDER IN CAREER PLANNING

- Working women earn approximately $6 for every $10 that men earn. Women are looking more closely at this and making career plans to earn incomes high enough so they don't live in poverty.

- Your role as single parent and your needs for income.

- Needs for personal satisfaction in your work. The better choices you make for yourself the more likely you will be happy in the work you perform. Job satisfaction is an important part of life happiness.

- Develop long-term career plans. Think beyond the first year of work to what you would like to be doing five and ten years from now. Think of yourself as a working person for all of your adult years until retirement.

- You will most likely work for 25 to 30 years of your life. Make choices about the types of work you would like to do.

- You can and most likely will change jobs during your lifetime. Many people change jobs 5, 10, 15, even 20 times during their life of work. You don't have to think of doing the same thing for the rest of your life.

- The kind of training you need to have the career you want. Education beyond high school is necessary for most higher paying careers. There are ways for you to do this but you have to be determined and motivated to carry it out.

- Changes will occur during the years your child is growing up. How does this relate to your choices at a particular time of career or training? For example, right now your child may need more of your time and attention. What programs provide training and education as well as child care?

- As your child gets older there will be fewer immediate demands on your time. You can consider other options at that time.

- Be open to changing your ideas as your role as parent changes. Think about the best ways to use these changes to move into better paying jobs or educational programs.

If you are unable to get more education at this time, think about and plan for a time when you will be in a better position to do it. This may be when your child needs less of your attention because she or he is becoming more independent.

In the meantime think about what you really want to achieve for yourself and what kind of work you would like to do. Use the resources available to you to help you plan how you can achieve these goals.

As you continue to plan for the future and set goals for yourself you will create opportunities for yourself that will move you in the direction you want to go. You have to be determined and you have to want it. If you're not determined and if you don't really want the goals you set for yourself, you limit your chances and your motivation to succeed.

TIPS FOR CAREER PLANNING

1. Stay motivated by learning about careers and keeping up to date on trends and changes in the workforce. Read magazines and newspapers about work trends. Familiarize yourself with current issues in the workforce. Become well-informed about the world of work. Think about how it relates to you.

2. Allow yourself to make mistakes. You don't have to be perfect and your mistakes are part of a learning experience. Think about what your mistakes can teach you. Use them as a guide for change.

3. Decide what you want. Use the section on Decisions and values in this kit to help you identify what you really want to do as a working person.

4. Decide where you want to do it. You have a choice about locations for working. You can make choices about where you want to live (ie., city, state, country, etc.) and where you want to work (agency, business, industry, education, etc.).

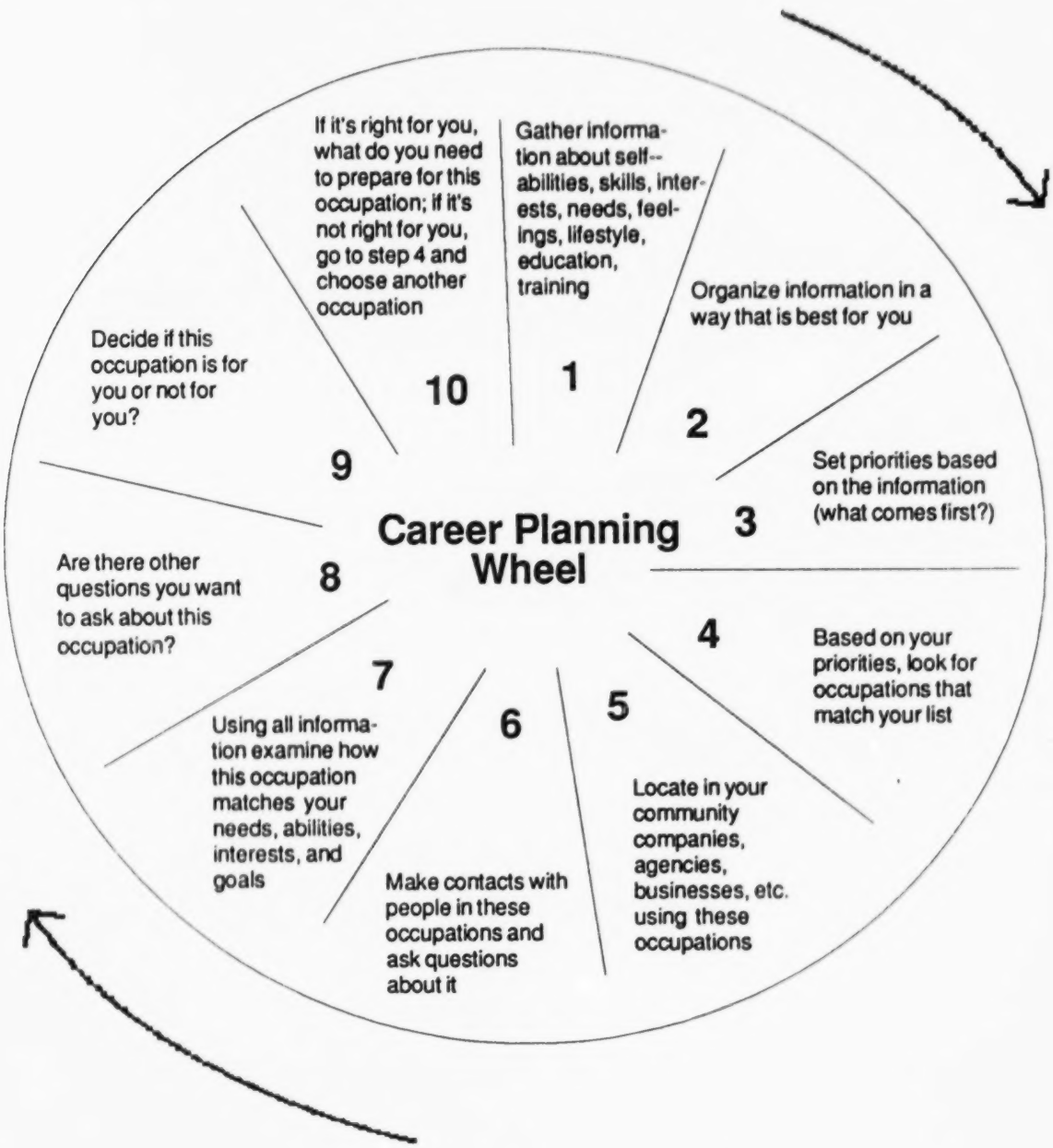
5. Set your priorities. Know what's most important to you. Set goals for yourself so that you have something to guide you. What are you willing to give up to achieve your goals.

6. Take action. You won't get to where you want to go without it. YOU are the one who has control over the action you take. What is your attitude about it? Are you giving yourself positive messages that you CAN do what you decide to do? Choose to be independent. Visualize yourself as an independent person working in the career that you really want. This is part of taking action.

7. Seek results--not perfection. Get done what you set out to do. Be willing to take some risks to achieve those results.

8. Have a positive attitude about yourself and what you can do. You can overcome limitations and find ways to get around the barriers that get in your way. Don't underestimate your potential. Never say anything negative about yourself. If you are determined enough, you can do ANYTHING.

CAREER DECISION MAKING--THE BIG WHEEL


Career Planning Wheel
1
Gather information about self--abilities, skills, interests, needs, feelings, lifestyle, education, training
2
Organize information in a way that is best for you
3
Set priorities based on the information (what comes first?)
4
Based on your priorities, look for occupations that match your list
5
Locate in your community companies, agencies, businesses, etc. using these occupations
6
Make contacts with people in these occupations and ask questions about it
7
Using all information examine how this occupation matches your needs, abilities, interests, and goals
8
Are there other questions you want to ask about this occupation?
9
Decide if this occupation is for you or not for you?
10
If it's right for you, what do you need to prepare for this occupation; if it's not right for you, go to step 4 and choose another occupation

IDENTIFY YOUR CAREER/WORK VALUES

Your values relate to choices about occupations, careers and lifestyle. There are values that concern how you work. They will help you choose the kind of work for which you are best suited.

The following exercise is designed to help you identify how your values relate to your career choices. In the space provided, number each value beginning with the most important value as #1 and the second most important as #2 and so on. Number each section separately, beginning with #1 for each category.

CAREER/WORK VALUES*

In the space provided, number each value beginning with the most important value as #1 and the second most important as #2 and so on. Number each section separately, beginning with #1 for each category.

ENJOYMENT

When I think of career/work, the most important enjoyment values to me are:

_____ Excitement

_____ Variety

_____ Interest

_____ Security

_____ Creativity

_____ Respect and recognition

_____ Prestige

_____ Chance to learn new things

_____ Self-expression; work that expresses who I am

_____ Adventure

_____ Independence

_____ Other (specify)

WORKING CONDITIONS

When I think of career/work, the most important working conditions to me are:

_____ High pay

_____ Vacation

_____ No discrimination

_____ Flexible hours

_____ Opportunity for Advancement

_____ Working indoors

_____ Working outdoors

_____ Friendly co-workers

_____ Freedom to do things other than my job

_____ Working alone

_____ Working as part of a team

_____ Opportunity to be a leader

_____ Living in Wisconsin (or some other specifi location)

_____ On-the-job-training and educational benefits

_____ Other (specify)

SERVING SOCIETY

When I think of paid work that would express serving society, the most important values to me are:

_____ Cleaning up the environment

_____ Reducing violence

_____ Aiding the world hunger problem

_____ Reforming the schools

_____ Improving family relationships

_____ Increasing respect for the arts

_____ Improving housing

_____ Aiding the disadvantaged

_____ Reducing disease, improving health

_____ Creating more interesting jobs

_____ Working toward world peace

_____ Improving the economic situation

_____ Helping people to communicate better

_____ Other (specify)

---

*Adapted from Increasing Options Through Life/Work Planning, developed by Nancy Deutsch and Roberta Gassman, for Women's Education Resouces, UW-Extension and Bureau for Vocational Education, Wisconsin Department of Public Instruction, 1986.

VALUES WORKSHEET

1. Can you name an occupation that would allow you to express your two most important "enjoyment values?" (If you need help to identify an occupation, use an occupations handbook).

2. Name someone whose work expresses your two most important values in the "serving society" category.

3. Can you name an occupation having the two working conditions that are most important to you?

4. Which values would you be willing to sacrifice if you had to?

5. Which values could you express outside of paid work?

The more you know about yourself, the better the choices you will make. Choosing a career that fits with your values and interests will better ensure your success as a career and working person.

Adapted from Increasing Options Through Life/Work Planning, developed by Nancy Deutsch and Roberta Gassman, for Women's Education Resources, UW-Extension and Bureau for Vocational Education, Wisconsin Department of Public Instruction, 1986.

INTEREST CHECKLIST

What do you prefer--working with people, things, or information? One way to see if you are interested in a career that will challenge you is to compare the job with things you enjoy doing, can do, or would like to learn.

In the space below, look at the skills and tasks required by the jobs you listed and compare them with what you can do and what you like to do.

	Can you do this? Yes, No, Don't Know	Do you like to do it? Yes, No, Don't Know	Would you like to learn to do it? Yes, No, Don't Know
WORKING WITH PEOPLE (e.g., sales, education, management)			
Talking & bargaining			
Supervising			
Selling			
Teaching			
WORKING WITH THINGS (e.g., engineering, carpentry, construction, etc.)			
Precision work			
Operating equipment			
Handling materials			
WORKING WITH INFORMATION (e.g., computer programming, accounting, law)			
Organizing & using information			
Putting things together			
Working with numbers			

EXPLORING MY ATTRIBUTES AND SKILLS

What are some of your personal skills that would help you in an occupation? In the space below, write in those attributes/skills you feel would help you in an occupation. List those skills that you feel good about in yourself.

After you have listed your special skills write in the kind of occupation for which they would be good. Use an occupations handbook to select appropriate job titles and to identify occupations that require these skills.

Personal Skills	**Type of Occupation It Would Benefit**
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Look at the list of occupations. Which ones would you consider to be higher wage occupations?

_____

_____

_____

_____

_____

_____

SKILLS I NEED TO LEARN

List the skills you think you would have to learn in order to do the jobs you listed on the previous page. Then list how you would learn the skills necessary for these jobs.

SKILLS TO LEARN

1. _____
2. _____
3. _____
4. _____
5. _____

HOW TO LEARN THESE SKILLS

1. _____
2. _____
3. _____
4. _____
5. _____

Let's take a look at some things you enjoy doing. It will help you understand yourself and the kind of work you would like to do.

SELF EVALUATION CHECKLIST

Now that you have identified the work values that are important to you, you can estimate your abilities.

Each of these steps are done with any of the careers that interest you. The information can help you identify the occupations for which you are best suited.

On the next page is a checklist for evaluating abilities employers look for when hiring. These abilities can be a guide to help you identify areas you may want to improve. They also demonstrate some of your strengths, depending on the level of ability you feel you have. Be honest with yourself when checking the items. Knowing your abilities and what you enjoy doing are your guides to choosing an occupation that is right for you.

SELF-EVALUATION CHECKLIST

The following checklist is designed to let you see your strengths and weaknesses. Rate yourself honestly. Any ones or twos that you circle pinpoint those areas in which you need work.

At school or at work I am:

	Poor		Acceptable		Excellent
ATTENDANCE (being on time, including reporting on time, returning from breaks, etc.; staying the full work time; having excused absences)	1	2	3	4	5
SELF-MOTIVATION (willingness to learn on your own; taking action on your own)	1	2	3	4	5
RELIABILITY (the degree to which you accept responsibility and complete assignments)	1	2	3	4	5
PROBLEM-SOLVING (deciding on steps to take in solving a problem; making good decisions)	1	2	3	4	5
WORK ATTITUDE (the way you feel about your work; positive approach towards assignments, willingness to cooperate)	1	2	3	4	5
FOLLOWING INSTRUCTIONS (doing a job as your employer asks you to)	1	2	3	4	5
MANAGING WORK LOAD (making good use of work time; doing the most important tasks first; budgeting your time)	1	2	3	4	5
DRESS/APPEARANCE (appropriate dress for the job; personal hygiene, cleanliness, grooming, and neatness)	1	2	3	4	5
RELATIONS WITH OTHERS (maintaining good working relationships with other workers, supervisors, and the public)	1	2	3	4	5
FUTURE POTENTIAL (willingness to learn and progress, developing basic skills and more advanced or specialized knowledge or skills)	1	2	3	4	5

SKILLS INVENTORY

Knowing your skills and interests will help you identify the kind of occupation you may be best suited for and in which you will find the most satisfaction.

You have many skills. The following skills inventory will help you identify your skills. You can then decide which skills you want to use in your work. Knowing these things can help you make decisions about occupations that are best suited to your interests and skills.

The following skills inventory is organized into the following categories of skills:

A. Self Management;

B. Situational Skills;

C. Detail Skills;

D. Movement Skills;

E. Operational Skills;

F. Numerical Skills;

G. Communication Skills;

H. Conceptual Skills;

I. Judgment Skills;

J. Reasoning Skills;

K. Interpersonal Skills;

L. Leading Others.

To clearly identify your skills, begin by listing achievements you have made.

SKILLS WORKSHEET

In the space below list your achievements (i.e., projects, paid work, volunteer work, hobbies, including school, work, fun, or play). Be specific in your description.

_____

_____

_____

_____

_____

_____

_____

_____

From this list choose 7 achievements and circle them. Write each of the seven choices on the slanted lines above columns 1-7 on the next page.

Next, read each skill and definition. For each skill, place a check under the accomplishment if you used the skill to do it. Do this for all the skills and all of your accomplishments.

Go back over the list of skills and check the "Satisfying Skills" column if you want to use the skill in your future work. You may choose skills you already have or that you will have when you start your ideal job.

A. MANAGING YOURSELF (The way you like to do things)	1 Accomplishments	2	3	4	5	6	7	✓ Your Satisfying Skills
1. **Efficiency:** Doing things without wasting time or energy. Planning your work. Finding faster ways of doing things in order to save time. Using your time so you can get the most work done.								
2. **Being Dependable:** Doing your job. Finishing on time. Showing others that you will show up for your job and finish your work. Being there when you are supposed to be. Keeping your word.								
3. **Being Flexible:** Using many different skills. Being willing to change often from one task to another to get the job done. Knowing how to do many different tasks in order to get your job done.								
4. **Sticking to it:** Continuing to work even when there are other things on your mind, or after someone interrupts you. Being able to concentrate and keep your mind on what you are doing. Taking the responsibility to get the job done. Sticking to a job until it is finished even when you want to do something else.								
5. **Drive:** Pushing yourself to do the best you can or to be better than anyone else. Working long hours. Competing with others.								
6. **Conforming:** Following the rules or doing what others do. Being careful to look and act like the other people around you. You might have to wear a uniform, take breaks when others do, or be very careful about what you say or do.								
7. **Integrity:** Acting the way you believe you should at times when it would be easy to cheat. Some jobs give you a chance to give people advice or to take money from them. At times like this, you could ask people to do things that are good for you, but not good for them. Integrity means choosing not to take advantage of others. It means telling them to do what is good for them or what you believe is right.								
B. WORKING WITH DIFFICULT SITUATIONS (The way you deal with problems)								
8. **Accepting Discomfort:** Working where you may be uncomfortable. You may have to work in a position that is hard to get into. You may have to work on your knees or in a room with bad smells. You may have to work in all kinds of weather.								
9. **Accepting Repetition:** Doing the same thing over and over. You may have to do the same thing many times.								
10. **Working Under Pressure:** Doing things faster when it is necessary. Working hard to get things done on time.								

B. WORKING WITH DIFFICULT SITUATIONS (cont'd)	Accomplishments 1	2	3	4	5	6	7	✓ Your Satisfying Skills
11. **Responding to Feedback:** Changing how you behave when your boss or someone you respect asks you to. Doing what is necessary to keep customers happy.								
12. **Self Control:** Being calm when others are angry with you. Controlling yourself when things go wrong. Acting calm when you are upset.								
13. **Dealing with Emergencies:** Being calm when there may be danger. Working at a job where there are a lot of emergencies. Taking charge in an emergency. You may have to stop what you are doing and take over when something unexpected happens.								
14. **Taking Chances:** Doing a job which may cause you to get hurt or you might make decisions which could lose money. You may try doing things you have never done before.								
C. WORKING WITH DETAILS (The way you pay attention to things)								
15. **Caution:** Thinking about what you are going to do so you won't get hurt or lose something. Being very careful to avoid problems. Planning what you will do to prevent problems.								
16. **Being Precise:** Trying to be accurate. Doing the job exactly right. Making sure that you are always very careful.								
17. **Alertness:** Watching for errors. Checking the work of others for mistakes. Being able to see when something needs to be done or when things are not going well.								
18. **Attending to Detail:** Remembering to finish many different things. Each task may have several different parts. You must remember to do each part at the right time and in the right order.								
19. **Following Procedures:** Doing things exactly as others decide they should be done. You may have to follow rules, laws, orders, recipes, plans, etc.								
20. **Verifying:** Checking numbers or words to be sure they are right. Checking the work of others. You may be responsible to be sure there are no errors.								
21. **Record Keeping:** Keeping written records of money, objects, things, or facts. You may have to keep track of income and expenses, of merchandise, or of information.								

C. WORKING WITH DETAILS (cont'd)	Accomplishments 1	2	3	4	5	6	7	✓ Your Satisfying Skills
22. Sorting: Arranging things in the right order. Putting things in the right place. Separating things into piles or taking things from different piles and putting them together in the right order. You may have to put things in alphabetical order.								
D. MOVING YOUR BODY (The way you move)								
23. Using Your Fingers: Being exact when you use your fingers to hold things or move things. You may be using your fingers to move keys on a typewriter, a musical instrument, or a machine.								
24. Using Your Hands: Being accurate when you use your hands to touch, lift or turn things. You may be holding things in your fingers and moving them around to work on them. You may have to use your hands to put something in the right place.								
25. Motor Coordination: Making smooth and accurate movements when moving several parts of your body together, as in dancing, sports, or moving things.								
26. Acting Quickly: Doing something fast when it is necessary. You may have to react quickly when you see a signal or when a problem occurs.								
27. Stamina: Doing physical work for a long time without becoming tired or exhausted. You may have to lift heavy things or stand or walk all day.								
28. Strength: Doing heavy jobs. Doing hard work. You may have to lift, pull, or carry heavy things. You may do this kind of work only a few times a day.								
E. WORKING WITH MACHINES OR TOOLS (The way you make things work)								
29. Operating: Working machines, electronic devices, or other equipment. You may have to start or stop them and watch them while they are operating. You may have to check things to see if they are working right.								
30. Assembling: Taking things apart or putting them together. You may have to repair things, build something, or fit things together.								
31. Adjusting: Changing the knobs and switches on machines, electrical equipment, electronic or musical instruments to make them work right. You may have to set controls, get machines ready, or tune instruments. You may have to change or adjust things to make them work better.								

	Accomplishments 1	2	3	4	5	6	7	✓ Your Satisfying Skills
F. WORKING WITH NUMBERS (The way you want to use numbers)								
32. **Counting:** Finding out how many items there are in one place or group.								
33. **Calculating:** Using basic arithmetic. Knowing how to add, subtract, multiply, and divide numbers. You may do things like making change, finding out how much something costs, or how much to charge for things.								
34. **Measuring:** Finding out the length, angle, volume, or weight of something by using the right tool. You may measure things with hand tools, like a ruler, or by using automatic equipment, like a scale.								
35. **Estimating:** Judging the cost of something before you buy it. Knowing how big something is before you measure it. Knowing the answer to arithmetic problems before you finish calculations.								
36. **Budgeting:** Planning how to spend your own or other people's money. You may be in charge of buying merchandise or purchasing equipment for a company, etc. You may be deciding how much money will be spent.								
37. **Numerical Reasoning:** Understanding how to work with numbers or statistics. Using numbers to solve problems. Knowing how to read data and use statistics to find out what they mean.								
G. COMMUNICATING WITH OTHERS (The way you say things)								
38. **Reading:** Getting information from written materials. You may get instructions on what to do or on how to operate equipment.								
39. **Writing:** Using good grammar to make sentences and paragraphs that make sense. Being able to explain or describe things in writing.								
40. **Editing:** Correcting the writing of others by checking the grammar, content, and style.								
41. **Questioning:** Asking the right questions to get useful information from others or to help others to discover ideas.								
42. **Explaining:** Being careful and clear when you are telling people about things, so that they can understand you quickly and easily. You may be explaining things to one person or to many people. You may have to get up in front of people.								
43. **Using Emotions:** Letting others know how you feel. Making others feel the way you want them to feel. You may write a speech or play, express yourself so that others will feel the way you do, or you may say things that make people feel in a special way.								

	Accomplishments 1	2	3	4	5	6	7	✓ Your Satisfying Skills
H. WORKING WITH IDEAS (The way you deal with ideas)								
44. **Visualizing:** Being able to picture things in your mind when you have an idea, see a drawing, or hear others describe them. You must understand plans or designs. You must be able to explain drawings to others. You use this skill to build or repair things.								
45. **Drawing:** Creating pictures of things by hand or by using special equipment.								
46. **Designing:** Making up plans for a new project, building, or product. You may help design new things or redesign others.								
I. DECIDING (The way you make decisions)								
47. **Sound Discrimination:** Hearing how sounds are different. You may have to listen for things or talk with others.								
48. **Color Discrimination:** Seeing small differences in colors. You may have to match things by color.								
49. **Shape Discrimination:** Seeing small differences in shapes, widths, and lengths. You may have to see how things are alike or different.								
50. **Depth Discrimination:** Being able to judge the distance of things from you. You may have to guess how close or far away things are. You may have to guess how far apart things are.								
51. **Using Facts:** Using facts from books, tables, or other factual sources to help you judge people, things or ideas, or to help decide what to do.								
52. **Using Experience:** Using your own experience, training, or opinions to judge people, things, or ideas, or to help you decide about them. Your experience on the job may help you decide what to do.								
53. **Judging Beauty:** Using your sense of beauty to judge people, things, or ideas, of to help decide what to do. You may use symbols or pictures to explain ideas to others. You may have to choose the most beautiful or the most interesting object.								
J. THINKING (The way you figure things out)								
54. **Investigating:** Looking for and collecting information in an organized way. You may need to use a library, plan experiments, or watch something very carefully.								
55. **Structuring:** Deciding how to organize people, things, or ideas. You may set up rules, decide what jobs need to be done, or decide when things need to be done.								

	Accomplishments 1	2	3	4	5	6	7	✓ Your Satisfying Skills
J. THINKING (cont'd)								
56. **Planning:** Deciding the order of things or the time things will happen. You may set up a schedule so that a project can be finished.								
57. **Analyzing:** Breaking a problem into its parts, so that each part can be dealt with one at a time. Being able to see how a job can be divided into smaller parts.								
58. **Synthesizing:** Putting facts and ideas together in new and creative ways. You may be finding new ways to do things. You may find new ways to look at a problem. You may create new ideas by putting old ideas together in a new way.								
K. WORKING WITH OTHERS (The way you work with other people)								
59. **Serving:** Doing things for others when they ask you to or when they need you to. You may be caring for others or providing a service to them.								
60. **Treating:** Deciding on a plan to cure a person's physical or emotional problems. Telling people what to do to get well. People who do this kind of work need medical training or training in psychology.								
61. **Tact:** Being able to deal with difficult social situations without offending or embarrassing others. Being able to say the right things to make people feel better.								
62. **Cooperating:** Working together with others to reach a common goal. You may be working in a group in order to complete a task. Getting the job done may depend on how well you work with others.								
63. **Understanding:** Being able to recognize the feelings of others. Letting others know that you understand their feelings.								
64. **Advising:** Giving information to others or suggesting ways to solve their problems. You may help solve others' problems and tell them what to do next.								
L. LEADING OTHERS (The way you lead others)								
65. **Making Decisions:** Choosing which action to take and being responsible for what happens to a group of people, a business, or a project.								
66. **Directing Others:** Telling others what to do and being responsible for the way they do it. Supervising others as they work.								
67. **Taking the First Step:** Getting new things started. You may begin new jobs, ideas, plans, or friendships.								

L. LEADING OTHERS (cont'd)	Accomplishments 1	2	3	4	5	6	7	✓ Your Satisfying Skills
68. Convincing: Talking people into doing the things you think they should. Talking them into believing the same things you do. Persuading others to buy something. Persuading others to do something you want them to do.								
69. Confronting: Telling others something they do not want to hear. You may have to stop others from behaving badly. You may have to tell them about their mistakes. You may tell them to do things they do not want to do.								
70. Negotiating: Solving problems by bargaining with others. Talking people into giving up something in order to gain another thing. You may be making deals or working out contracts.								
71. Training: Teaching people or animals new things. You may be responsible for teaching others how to do things. You may help them to understand new ideas.								
72. Performing: Getting up in front of a group to teach or entertain.								

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OCCUPATIONAL SKILLS RECORD

In the space provided write in the 5 most satisfying skills from the your skills list. Choose 5 in the order that they are most satisfying to you and write them in the space below.

The 5 most satisfying skills I would like to use most often are:

1. _____
2. _____
3. _____
4. _____
5. _____

Now write the 10 skills you consider moderately satisfying. List the most important ones first and the least important last.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Now write the next important 20 skills you identified. Order them with the most satisfying first and least satisfying last.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

To help you identify occupations that match your skills and interests there are resource books that describe the occupation. Use an occupation handbook to find out basic information on a particular kind of occupation. Ask the instructor to help you locate these resources.

When you read descriptions of occupations think about whether the skills you identified for yourself are those that are required for the occupation.

Following is a description of one occupation listed in the Wisconsin Career Information System Occupations Digest. Read the description to see what an occupational description is like.

Following is an example of an occupation description in the area of computer technology. Notice the kind of information that is presented. Do you have other questions about the occupation? How can you find out more about it?

The description will help you become familiar with the kinds of information people need to make a decision about a career. Familiarize yourself with these reosurces. They are a guide to help you make decisions about occupational choices.

A SAMPLE OCCUPATION

COMPUTER PROGRAMMER

Work descriptions:
Computer programmers write instructions for computers. A group of these instructions, called programs, can solve problems. For example, a program may keep the temperature constant in a building or put all the necessary information on someone's paycheck. Programs may also turn complicated information into a report that is complete and easy to understand. For example, a program can sort a list of names and print them out in alphabetical order.

Programmers decide what information the computer needs to solve a problem. They may prepare a chart which shows step by step how the problem will be solved. From this chart, they write instructions for the computer. They tell the computer exactly what to do with each piece of information.

Programmers try to fix mistakes in computer programs so the program works correctly.

Programmers must be very careful when typing instructions into the computer. If they make one mistake, the program will not run or they may not get the results they want.

Working conditions:
Computer programmers usually work in well-lit offices. Because computers do not work well in hot conditions, offices are air conditioned. Computer programmers may work overtime.

Work places:
Computer programmers work in a variety of settings, including universities, government agencies, and business firms. Most programmers work in cities.

Workers' comments:
Computer programmers like earning high salaries. They enjoy having a variety of tasks to do. Some do not like working extra hours. Some of the work, such as typing in directions, can be very boring.

Getting the job:
Some computer programmers graduate from college in computer science. Others get an associate degree in computer programming from a vocation school or private business school. Programmers with a four-year degree often get better, higher paying jobs.

Some employers require experience in a computer language, such as COBOL. Others look for people who have experience with one special kind of computer.

Interested high school students should take higher level math courses and computer science.

Pay:
Starting pay in Wisconsin is $6 to $8.50 per hour. This is a medium-size occupation in Wisconsin. Job sites exist in both cities and rural areas of Wisconsin.

Moving up:
Beginning programmers may work under close supervision doing routine jobs. As they gain experience, they are promoted to more responsible jobs.

For descriptions of other occupations use the occupations handbooks available to you through your school or agency.

Read about occupations in various fields to get an idea of what kind of work is done, how much it pays, and what training is required.

After looking at a number of different kinds of occupations you can begin to get a sense of the things that you might be most interested in doing.

Career planning takes time and energy if you are serious about it. It doesn't happen overnight, you need to work at it.

IDENTIFY OCCUPATIONS

Using an occupation handbook, in the space provided write in five different kinds of occupations that interest you. Look up the titles of what you find interesting and read the information about each occupation.

OCCUPATIONS I FIND INTERESTING

1. _____
2. _____
3. _____
4. _____
5. _____

REASONS WHY THESE OCCUPATIONS ARE INTERESTING TO ME

1. _____
2. _____
3. _____
4. _____
5. _____

ABILITIES I HAVE THAT WOULD APPLY TO THESE OCCUPATIONS

1. _____
2. _____
3. _____
4. _____
5. _____

CAREER INFORMATION ACTIVITY SHEET

List below an occupation that interests you. Fill in the information as they relate to the questions.

Occupation Title: _____

What do you like about this occupation: _____

_____

_____

What don't you like about this occupation: _____

_____

_____

What kind of salary do you need to support yourself and your family? (Use budget figures from the Life Skills Workbook). _____

What is the salary range for this occupation: _____

Is the salary for this occupation adequate for your needs? _____

Training or education requirements: _____

_____

_____

Advancement potential: _____

_____

MAKE AN OCCUPATIONAL CHOICE

Select one of the occupations from your list and answer the following questions using an occupations handbook.

Occupation title: _____

1. What do workers in the occupation do?

2. What are their working conditions?

3. Where do they work?

4. What do the workers themselves say about the job?

5. How do you get a job like them?

6. What does it pay?

7. Where are the job sites?

8. How can you move up in this position?

9. What is the outlook for jobs in the future?

10. What further education or vocational training is required for this occupation?

One way to get first-hand information about the working conditions in these occupations is to talk to people who work do the work. Talking to someone who actually works in that area will help you understand the work and what you need to do to prepare for it.

Examples of questions to ask are:

- why they chose that occupation,
- what has been satisfying about it,
- what hasn't been satisfying about it,
- would they do it over again, and
- what kind of advice they would have for you as you think about these choices,
- what would they do differently if they were able to do it over again.

If you don't know anyone who works in the occupation of your interest call an organization that employs people who work in the area. Ask to speak to someone who can give you information about the occupation.

When you make contact with someone in that occupation explain that you are seeking information about her field and would like to talk about her work.

Ask if you can schedule an appointment to come and talk to her or interview her by phone. (It may even be possible to talk to her directly about it when you get her on the phone for the first time).

If you go for an informational interview be sure to arrive on time and dress appropriately. Making contacts like this can open doors for you and first impressions are very important.

You need to be assertive to research an occupation. You are helping yourself act on your interests. This is a skill you can develop that will help create opportunities. It may not happen the first or second time but eventually you will begin to make contacts. Contacts such as these can open opportunities. If you show interest and inititiative in an occupation, people will take interest in you.

OCCUPATION INFORMATIONAL INTERVIEW
SAMPLE QUESTIONS

Outlined below is a question sampler that you can use as a guide in asking questions that may be helpful in your search for occupational information. You can make any changes in the question's you wish. The idea is to help you formulate in your own mind the kinds of information you want. This procedure is called an Informational Interview.

Be sure to prepare your questions for the interview. Take the time to think carefully about what you really want to know about the career.

Date: _____

Occupation: _____

Description of work: _____

_____

Company or Organization

_____

Name of Company

_____

Address Phone No.

Name of person working in this occupation:

_____

For how long have you been working in this career? _____

How did you become interested in this kind of work? _____

_____

_____

How many people in the organization are employed in this occupation?

_____

What is the best part of your job, what do you enjoy most?

_____

_____

_____

What is the most difficult part of your work?

_____

_____

_____

What kind of training was required for you to enter this career?

_____

_____

_____

What kind of advice would you give me if I decide to pursue this career?

_____

_____

_____

OCCUPATION INFORMATIONAL INTERVIEW QUESTIONS

What questions do you have about the occupation? Develop your own questions in the space provided.

Date: _____

Occupation: _____

Questions or Concerns:

_____

_____

_____

_____

_____

_____

Response:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

THINGS EMPLOYERS LOOK FOR IN HIRING

The following skills are flexible and enable a worker to adapt to changes in the workplace. Employers look for these personal attributes or skills when considering hiring a person. Some examples of personal skills are:

- how well you communicate,
- how you relate to the general public,
- attention to details,
- if you are people-oriented (if the job calls for it or if you have to work with other people)
- your investment in the work ethic,
- company loyalty,
- your level of job satisfaction,
- your intuitive abilities,
- creative problem-solving skills,
- your response to pressure,
- persistence,
- your ability to be a good team player,
- your motor skills.

These are only some of the personal skills employers look for in hiring. There are many factors to consider. What are some other factors employers might look for? In the space below, write in five other personal skill.

1. _____

2. _____

3. _____

4. _____

5. _____

MY EDUCATION PLANS

What are your plans for education and training? In the space provided check your plans for education. Think carefully about what you really want to achieve and how education can help you do that.

	Yes	No	Don't Know
High school diploma	____	____	____
No high school diploma	____	____	____
On-the-job training program	____	____	____
General Equivalency Diploma (GED)	____	____	____
Vocational technical training or associate degree	____	____	____
Community college	____	____	____
Four-year college degree	____	____	____
Graduate degree (Masters, Ph.D.)	____	____	____
Professional degree (law, medicine, etc.)	____	____	____

Depending on the educational plans you have made for yourself you will need to look further into schools and programs that provide training. Talk to a school or vocational counselor and ask for help in getting information about training. There are many resources to help you move into education and/or training programs.

You may even find funding sources that can help pay for your training. The important thing to remember is to ask as many questions as you can before you make your decisions.

BE PREPARED FOR YOUR FUTURE

How To's for Getting a Job

EMPLOYABILITY SKILLS AND ATTITUDES

Knowing how to get and a keep a job are what we call **EMPLOYABILITY SKILLS AND ATTITUDES.**

Your ability to perform a job well is important to an employer. However, there are other things that employers also consider important in selecting someone to work for them.

Three important factors in finding a job are:

- method of job-seeking skills
- personal appearance and presentation
- attitude toward work.

Employers state that good work habits are twice as important as technical skills. Knowing what employers look for in hiring can help you direct your learning of employablility skills.

Some of the things you will be able to do at the end of this section are:

- Plan for the job search,
- Apply for jobs,
- Interview for jobs,
- Understand job pay and benefits,
- Understand job keeping attitudes and skills.

Source: A Guide to Education for Employment, Wisconsin Department of Public Instruction, 1987.

WHERE TO LOOK FOR JOBS

If you know your skills and what kinds of positions you're most interested in you can begin to look for a job.

There are many sources that give you information about what jobs are available.

Many people rely on the help wanted ads in the local newspaper or the services of employment agencies. State employment agencies are called Job Service Offices. Businesses that have job openings may call this office to get help finding qualified applicants. However, these resources uncover only 30% of the jobs.

Most of the jobs are found in what is called the **"Hidden Job Market."** This means that most jobs are not advertised to the general public through newspaper ads or employment agencies. They are "hidden" for several reasons.

- The need to hire someone may not be great enough for the company to go through all the trouble of listing a job opening.
- The company may already have someone to place in this position.
- There may already be enough job applications or resumes on file to hire from those.

The best time for you to discover a job, and show how your skills can benefit the company, is when the job is "hidden" from the public. There is less competition for the position while it is still part of the hidden job market, too. Your task is to find out where those jobs are. It takes time, practice, and the skills you are learning in this workbook.

WHERE TO LEARN ABOUT "HIDDEN JOBS"

- the Yellow Pages of the telephone book
- the Chamber of Commerce
- business directories
- the Directory of National Trade and Professional Associations
- Classified Directory of Wisconsin Manufacturers
- Wisconsin Business Directory
- Professional Journals
- Looking for Employment in Foreign Countries
- Summer Employment Directory of the United States
- bulletins listing state, county, and city job openings
- Community Social Service Agency directories
- associations and local organizations
- friends, relatives, and acquaintances
- the public library

OTHER JOB SOURCES

State Employment Agencies

The state of Wisconsin has its own employment agency called, **Job Service of Wisconsin.** All of its services are free. Find your local Job Service office by looking in the Yellow Pages under "Employment Agencies," or in the White Pages under "Wisconsin, State of, Employment Agencies."

Job Service offices contain lists of jobs that are being offered throughout the state. The agency also refers qualified applicants to employers. In fact, companies that hold government contracts are required by law to list openings with the state employment agency.

In addition, Job Service offices can supply you with many informative brochures to help you conduct your job search.

Job Placement Services

There are companies whose job it is to find you a job. They are called "employment agencies" or "job placement services." They meet with you, find out about your background, test your particular skills, and try to match you with employers who may be looking for your skills. Often, they arrange job interviews for you.

Look for the placement service near you in the Yellow Pages under "Employment Agencies."

Unlike state employment services, however, employment agencies charge for their services. You pay them a fee if they send you on an interview that results in your getting a job. Usually this fee is a percentage of your salary for the first year. Sometimes, the company that is interested in hiring will pay the fee. Ask yourself if you can afford to pay the fee.

Newspaper Want Ads

Another source of job information arrives at your doorstep daily: the newspaper. Every newspaper has a "Want Ad" or "Classified" section. Employers advertise in this section for people to fill jobs they currently have open.

The best advice anyone can give you about using the want ads to find a job is this: Act quickly! Jobs advertised in newspapers are usually filled quickly and the competition is great.

UNDERSTANDING WANT ADS

Newspaper want ads abbreviate many words in order to save space. At first glance, it may be difficult for you to understand the ad. With practice, however, you will learn how to read "Want Ad English." Some of the most common abbreviations used in want ads are the following:

Want Ad Words and Abbreviations

admin.	administrative	etc.	and so on
incl.	including	refs.	references
adv.	advertising	eves.	evenings
int.	interview	sal.	salary
agcy.	agency	exc.	excellent
jr.	junior	secy.	secretary
a.m.	morning	exp.	experience
lab.	laboratory	sh.	shorthand
appt.	appointment	ext.	extension
lic.	license	sr.	senior
asst.	assistant	FT	full time
lt.	light	stdnt.	student
ave.	avenue	mach.	machine
bet.	between	bldg.	building
mech.	mechanical	manuf.	manufacturing
bus.	business	mgr.	manager
clk.	clerk	mo.	month
cntr.	counter	nat'l.	national
co.	company	nec.	necessary
coll.	college	ofc.	office
comm.	commission	op.	operator
corp.	corporation	oppty.	opportunity
dept.	department	PT	part time
dir.	director	pd.	paid
div.	division	p.m.	afternoon/evening
eqpt.	equipment	pref.	prefer
refs.	references	etc.	and so on
eves.	evenings	sal.	salary
exc.	excellent	secy.	secretary
exp.	experience	sh.	shorthand
ext.	extension	sr.	senior
FT	full time	stdnt.	student
ftr.	future	steno.	stenographer
gd.	good	swbd.	switchboard
gen.	general	tech.	technical
grad.	graduate	temp.	temporary
hosp.	hospital	trnee	trainee
hqtrs.	headquarters	typ.	typist/typing
hr.	hour	wk.	week/work
hrly.	hourly	wpm	words per minute
h.s.	high school	yr.	year

There are different methods of finding a job, some are more successful than others.

Some methods of finding a job are:

- State Employment Agencies (Job Service)
- School
- Private Employment Agencies
- Applying directly to an employer
- Responding to want ads in the newspaper
- Contacts through friends and relatives

The most effective way of finding a job is by directly contacting an employer.

You may do this by:

- calling an organization,
- interviewing someone who works in the company,
- visiting company personnel offices, or
- sending a resume (a one or two-page statement describing your skills and experience).

Most people seeking jobs spend about 5 hours a week job hunting. If you spend more time than this, you'll be more likely to get a job sooner. **It's important to spend wisely the time you do have for job hunting.**

VISIT JOB SERVICE

Visit your local Job Service office. Bring several 3 x 5 index cards with you. Look at the job listings. If you see a interesting job listed, in your area of interest, write down the information: Use one card per job.

- company name
- company address
- person to contact
- phone number
- method of contact (call or write)
- times to call (if given)

Look at a copy of today's paper for any jobs that might interest you. Circle the ad in a bright color. Record the important information on index cards.

When you are ready, choose one of the jobs you listed to get practice.

APPLYING FOR A JOB

Use these resources to help you gain experience in finding a job. The more experience you have, the better you will be at finding the job that is best for you.

One way to get practice is to begin with a **Hobby Information Interview**.

HOBBY INFORMATION INTERVIEW

You have started a list of places where you may want to work. Before you start contacting these employers, you need to practice your interviewing skills. To help with practices, choose a hobby you enjoy. Find a company who employs people doing your hobby. Call to set up an appointment for an interview.

For example, if you love animals, call a pet store, the zoo, or a veterinarian. You might begin the conversation with, "I really enjoy animals. I'd like to find out more about what it's like to work with animals. Is there someone at the pet store I may talk with for a few minutes?" Determine a good time for both of you to meet.

Before you go, use an occupation handbook to get as much information as possible about the job of the person you will be interviewing.

Questions to ask during your hobby information interview:

- What do you like about your job?

- What don't you like about it?

- What training or educational background did you have to get this job?

- Do you know other people I might talk to (in this organization or in another one) to learn more? <u>This is a particularly important question. It gives you another contact, someone else to talk with, or somewhere else to go.</u>

- Approximately how much does this type of job pay?

- What barriers exist for women entering this field? For men? For minorities? For handicapped persons?

- How does this type or work affect your lifestyle, your home and family obligations?

Before you leave, be sure to thank the person you have interviewed for the information they have given you, and for their time.

This is not a job interview, but gives you practice. You can do the same thing in businesses where you may want to work.

You may want to arrange more hobby information interviews. You can practice with hobby information interviews until you feel confident enough to conduct a job information interview.

Then, when you are ready, contact businesses where you might like to work. You can talk informally with people to learn what they do, where they work, what they like about their jobs or the company they work for. You can also give information about yourself, such as your skills, interests, any insights you have on solving a problem in an organization, and the sort of position you are looking for.

JOB SEARCH RESOURCES

Think of all the people who can help you with your job search. This includes your friends, relatives, teachers, or neighbors. Think of all the organizations where you might like to work. Make a list of contacts and organizations. Here are some ways to expand your list of possible companies.

- Use the library to find business magazines and other references. Ask the librarian for help.

- Newspapers have names of businesses and help to learn what is happening with them.

- Call or visit the Chamber of Commerce.

- Ask friends, relatives, and teachers for suggestions. Let them know you're interested in a job at a particular company. Do they know anyone who has worked there?

- Use the Yellow Pages to find the names, addresses, and telephone numbers of interesting companies.

- Ask for a company's brochure on their products and services, and a stockholder's report.

- Add these businesses to your list of potential job employers.

With this list in hand, you are ready to call a business where you might want to work, to arrange an **Information Interview**.

Be sure to use the tips on how to use the telephone (in the next section) to help you make interview appointments.

On the next page, make a list of three agencies in which you are interested in exploring. Use the resources above to help you identify employers in your community. If possible, identify a person you can contact at the company.

A List of Possible Employers

Three agencies in my community that I find interesting are:

1. Name of Company _____

   Address: _____

   Phone Number: _____

   Contact Person: _____

2. Name of Company _____

   Address: _____

   Phone Number: _____

   Contact Person: _____

3. Name of Company _____

   Address: _____

   Phone Number: _____

   Contact Person: _____

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AN INFORMATION INTERVIEW

When doing a job information interview, you will want to ask the same type of questions you asked in hobby or practice interviews.

Use these questions for your interview to gather information about jobs within a company. Do not forget to research the organization and the job of the person you'll be interviewing before you go for the interview. Ask questions like:

1. What is your job like? What do you do on a typical day?

2. What kinds of problems do you deal with? What kinds of decisions do you make?

3. What are the things you like the most about your occupation? What do you like least?

4. What o ther obligations go along with your job? Are there organizations you are expected to join such as a union or professional organization?

5. Are there social activities you are expected to participate in after work hours?

6. What training or educational background did you have before entering this profession? What is the best way to enter this occupation?

7. How does a person progress in your field? What are the advancement opportunities?

8. What are the major qualifications for success in this particular occupation?

9. What changes are occurring in your occupation?

TELEPHONE INTERVIEW

The telephone is a very efficient way to contact many companies in a short period of time. You can also more directly get the information you want. It saves you time and money. You may more rapidly be able to talk with the best person to answer your questions than by using other methods.

The goal for your telephone contact is to get an interview. Be assertive, ask directly for what you want, at the same time respect the other person's time limitations and job duties. Be polite. Sound confident. Explain your skills. Mention your good work qualities such as being dependable, if you are.

Complete the areas below to prepare for the telephone interview.

Give your **name**.

Explain the type of **position** you're interested in.

Emphasize **what you have to offer** (skill, work qualities).

Ask for the interview: "When may I come for an interview? With whom will I be speaking?"

Source: Farr, J., Gaither, R., Pickrell, R., The Work Book, Bennett & McKnight, 1983.

JOB SEARCH MONTHLY GOALS

Keep in mind which job hunting activities have the best chances of getting you a job.

Reward yourself along the job hunting path. Write weekly and monthly plans and include some rewards for yourself along the way. Suppose your daily goal is to make 5 telephone calls to companies. You may want to add to your plan, "As a reward for making 5 telephone calls for 3 days, I will go out for a quiet walk, or go to a movie, have a friend over, or treat myself to an ice cream cone." Use whatever would be a reward and bonus to yourself.

This month I will: (general goals)

Rewards to myself for accomplishing my monthly goal:

JOB SEARCH WEEKLY GOAL SETTING

Weekly goals:

Week of (date):

DATE	ACTION TAKEN	WHAT HAPPENED	FOLLOW-UP NEEDED	ADDITIONAL CONTACTS/COMMENTS

Rewards to myself for accomplishing my weekly goals:

HOW TO APPLY FOR JOBS?

There are two ways to apply in writing for a job. They are:

1) completing a job application form supplied by the employer, or
2) sending your resume with a cover letter.

The job application will ask about your background, including your education, experience, and skills. You should carry this personal data with you whenever you are job hunting. It will be easier for you when you need the telephone number of your previous employer, the years in which you attended elementary school, or the addresses and phone numbers of people you are listing as references.

Many times, an employer will ask you to fill out an application. The actual forms vary from company to company, but they all ask for the same type of information. Application forms are often used to determine who gets an interview, so be sure you fill out the form neatly.

Filling out an employment application

The employer may feel that a prospective employee who rushes through an application form ignores instructions. Or perhaps someone who writes sloppily will be sloppy on the job.

Read the application form completely before you fill it out. Then, you'll know what information goes where without having to guess or erase.

Answer all questions that apply to you. Put a dash on the line for any question that does not apply. Write neatly, and use a pen. You will be judged by how neatly and accurately you can complete the company's application form.

A SAMPLE JOB APPLICATION

The next pages contain instructions for job application forms. Sample forms are included. Read the following instructions to help you complete each section of the form.

Personal Information:

Use your full name (no nicknames). Carry your social security card with you, or memorize the number.

Telephone numbers where you can be contacted are very important. Most employers contact applicants over the telephone.

Make sure you give phone numbers where you can be reached. List a phone number that will be answered during the day since that is when you will most likely be contacted. **If no one will be answering your phone or if you don't have a phone, give the number of someone who can take messages for you.** Talk to this person first so she will not be surprised to get a phone call from an employer. Find someone who will be polite and take accurate messages.

Eligibility for Employment

Employers are required to prove that all employees are legally eligible to work in this country. You may be required to prove either your citizenship or your legal right to be employed. Proof of your right to employment can be established with a social security number. If you are not a U.S. citizen, you may want to check with the U.S. Office of Immigration and Naturalization for information on regulations affecting your legal ability to work.

PERSONAL

Last Name First Middle	Date
Street Address	Home Phone ( ) —
City, State, Zip	Business Phone ( ) —
Have you ever applied for employment with us? ☐ Yes ☐ No If Yes, Month and Year _____ Location _____	Social Security No.
Position Desired	Pay Expected
Apart from absence for religious observance, are you available for full-time work? ☐ Yes ☐ No If not, what hours can you work? _____	Will you work overtime if asked? ☐ Yes ☐ No
Are you legally eligible for employment in the United States?	When will you be available to begin work? _____
Other special training or skills (languages, machine operation, etc.)	
How did you learn of our organization?	

Education

Give the full name and addresses of the schools you have attended. If you have attended any vocational-technical schools, business colleges, correspondence schools, or if you have any on-the-job training, list it in the "other" section.

	SCHOOL	NAME AND LOCATION OF SCHOOL	COURSE OF STUDY	NO. OF YEARS COM-PLETED	DID YOU GRADUATE?	DEGREE OR DIPLOMA
EDUCATION	College				☐ Yes ☐ No	
	High				☐ Yes ☐ No	
	Elementary				☐ Yes ☐ No	
	Other				☐ Yes ☐ No	

Membership

Some application forms ask for information about clubs or extracurricular activities you've participated in. However, this one requests only professional clubs which are related to work.

MEMBERSHIP IN PROFESSIONAL OR CIVIC ORGANIZATIONS (Exclude those which may disclose your race, color, religion or national origin)

BEST COPY AVAILABLE

For the next section, answer only those questions where the box is checked.

Most application forms ask about arrests and convictions. Because an arrest does not indicate guilt, an employer may not legally consider your arrest record, an employer cannot legally refuse to hire you unless the conviction is directly related to the job for which you are applying.

DO NOT ANSWER ANY QUESTION IN THIS SECTION UNLESS THE BOX IS CHECKED

If the employer has checked the box next to the question, the information requested is needed for a legally permissible reason, including, without limitation, national security considerations, a legitimate occupational qualification or business necessity. The Civil Rights Act of 1964 prohibits discrimination in employment because of race, color, religion, sex or national origin. Federal law also prohibits discrimination on the basis of age with respect to certain individuals. The laws of most States also prohibit some or all of the above types of discrimination as well as some additional types such as discrimination based upon ancestry, marital status or physical or mental handicap or disability.

☐ Provide dates you attended school:
Elementary: From To
High From To
College From To
Other (give name and dates)

☐ Height ____ Ft. ____ In.

☐ Weight ____ Lbs.

☐ Sex ☐ Male ☐ Female

☐ Marital Status
☐ Single ☐ Engaged ☐ Married
☐ Separated ☐ Divorced ☐ Widowed

☐ Date of Marriage

☐ Are you a U.S. Citizen? ☐ Yes ☐ No

☐ What was your previous address?

☐ How long at present address? ____ Years

☐ Are you over 18 years of age? ☐ Yes ☐ No
If not, employment is subject to verification of minimum legal age.

☐ How long at previous address? ____ Years

☐ Have you ever been bonded?
☐ Yes ☐ No If Yes, with what employers? _____

☐ Have you been convicted of a crime in the past ten years, excluding misdemeanors and summary offenses, which has not been annulled, expunged or sealed by a court? ☐ Yes ☐ No If Yes, describe in full.

☐ State names of relatives and friends working for us other than your spouse.

☐ Have you received Workmen's Compensation or Disability Income payments? ☐ Yes ☐ No If Yes, describe.

☐ Have you physical defects which preclude you from performing certain jobs? ☐ Yes ☐ No If Yes, describe limitation.
_____

☐ _____

Employment

List all employment beginning with your current or most recent job. You'll need to know the names and titles of your previous supervisors.

If there are gaps in your employment you may be asked to account for those times. Be honest. Do not be negative about a bad work experience. Avoid comments such as "poor working conditions," "personality conflict," or "dissatisfaction." Answer positively, saying such things as, "chance for greater responsibility," or "chance to work with more skilled craftspeople." In a job interview be prepared to discuss these reasons for having employment gaps.

Emphasize your accomplishments rather than your job duties. Instead of saying "was responsible for looking after animals," say "fed and watered animals." Begin with action words.

Use positive words in your descriptions. Use the correct tense. If it's something you're doing now, say "shops for elderly citizens." If it's something you used to do, say "shopped for elderly citizens."

Examples of work experience statements are:

- I shoveled snow to help elderly neighbors.
- I babysit school-age children after school for working mothers.

Here's the order to use in writing your work experience statements.

Here are some examples using the following format.

Action Words: What I did

Outcomes: For whom, purpose, and result.

Read the directions carefully for the order. This one says to start with your current or most recent job. You'll need to know the names and titles of your previous supervisors.

If you have gaps in your employment, be honest, without being negative toward your previous employer. Avoid answers such as "poor working conditions." Answer positively, such as "chance for greater responsibility," or "chance to work with more skilled craftspeople." Be prepared to discuss these reasons for having employment gaps during your job interview.

EMPLOYMENT

Please give accurate, complete full-time and part-time employment record. Start with present or most recent employer.

1

Company Name	Telephone ( ) –
Address	Employed (State Month and Year) From To
Name of Supervisor	Weekly Pay Start Last
State Job Title and Describe Your Work	Reason for Leaving

2

Company Name	Telephone ( ) –
Address	Employed (State Month and Year) From To
Name of Supervisor	Weekly Pay Start Last
State Job Title and Describe Your Work	Reason for Leaving

3

Company Name	Telephone ( ) –
Address	Employed (State Month and Year) From To
Name of Supervisor	Weekly Pay Start Last
State Job Title and Describe Your Work	Reason for Leaving

BEST COPY AVAILABLE

EMPLOYMENT cont'd

4	Company Name	Telephone ( ) –
	Address	Employed (State Month and Year) From To
	Name of Supervisor	Weekly Pay Start Last
	State Job Title and Describe Your Work	Reason for Leaving

5	Company Name	Telephone ( ) –
	Address	Employed (State Month and Year) From To
	Name of Supervisor	Weekly Pay Start Last
	State Job Title and Describe Your Work	Reason for Leaving

We may contact the employers listed above unless you indicate those you do not want us to contact.	*DO NOT CONTACT* Employer Number (s) _____ Reason _____

Do not forget to sign and date the application form at the bottom.

SIGNATURE

The information provided in this Application for Employment is true, correct and complete. If employed, any misstatement or omission of fact on this application may result in my dismissal.

I understand that acceptance of an offer of employment does not create a contractual obligation upon the employer to continue to employ me in the future.

If you decide to engage an investigative consumer reporting agency to report on my credit and personal history I authorize you to do so. If a report is obtained you must provide, at my request, the name and address of the agency so I may obtain from them the nature and substance of the information contained in the report.

Date _____ Signature _____

Now that you have completed a job application form, you are ready to start preparing your resume. You'll use much of the information from the job application form to write your resume.

Source: Job application form reproduced with the permission of Selectform, Inc., Box 3045, Freeport, NY 11520.

WORK APPLICATION

Company Name _____ Date _____

PLEASE PRINT OR TYPE ALL INFORMATION — USE ADDITIONAL PAGES IF NECESSARY

LAST NAME	FIRST NAME	MIDDLE

APPLICATION FOR POSITION OF:	DATE AVAILABLE
PRESENT ADDRESS – Number Street, City, State, Zip	HOME PHONE (Include area code)
MAILING ADDRESS – (If different from above) Number Street, City, State, Zip	BUS. PHONE (Include area code)

WHAT HOURS ARE YOU **NOT** AVAILABLE TO WORK? (AM OR PM)	WHAT DAYS ARE YOU **NOT** AVAILABLE TO WORK? ☐ Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday ☐ Saturday ☐ Sunday

Please indicate which types of employment interest you (Check more than one box if you wish):
☐ Permanant (Full-Time) ☐ Permanent (Part-Time) ☐ Temporary (Full-Time) until ☐ Temporary (Part-Time) until

1.) Do you have access to a car (For some positions, a vehicle is required)? ☐ YES ☐ NO
2.) Do you have a valid driver's license? ☐ YES ☐ NO
3.) Are you over age 18? ☐ YES ☐ NO
4.) Are you a U.S. citizen or do you have an entry permit which allows you to work? ☐ YES ☐ NO

EDUCATION AND TRAINING

Circle the highest grade or year completed in school: 1 2 3 4 5 6 7 8 9 10 11 12	DO YOU HAVE A HIGH SCHOOL DIPLOMA OR A GED EQUIVALENCY? ☐ YES ☐ NO	NAME AND LOCATION OF HIGH SCHOOL

TRAINING BEYOND HIGH SCHOOL (College or University, Nursing, Business College, or other schools you have attended.) Under credits earned, indicate Q for Quarter Hours and S for Semester Hours.

Circle the number of years in College or University: 1 2 3 4 5 6 7 8

NAME AND LOCATION	Dates Attended From	Dates Attended To	Credits Earned	Major Field	GPA /Base	Degree Conferred and Year

Describe any education or training you have had which is not covered above, such as vocational school, correspondence courses, service schools, in-service training, or volunteer work which you feel is **relevant** to the job or jobs for which you are applying. Also include **relevant** licenses or certificates. (Be specific):

FOR SOME POSITIONS, IT MAY BE REQUIRED THAT EMPLOYEES POSSESS CERTAIN PHYSICAL CAPABILITIES. CHECK THE APPROPRIATE BOXES BELOW, WHICH YOU FEEL REFLECT THE PHYSICAL ACTIVITIES IN WHICH YOU CAN ROUTINELY ENGAGE WITHOUT HARM TO YOURSELF OR FELLOW EMPLOYEES. PLEASE BE ASSURED THAT A NEGATIVE ANSWER WILL **NOT** DISQUALIFY YOU FROM CONSIDERATION.

1) LIFTING: ☐ 25 lbs. or less ☐ 75 lbs. ☐ 50 lbs. ☐ 100 lbs. or more

2) DO YOU HAVE DIFFICULTIES: ☐ Bending or Stooping? ☐ Standing for long period of time? ☐ Climbing? ☐ Working in temperture extremes?

3) LIST ANY PHYSICAL LIMITATIONS WHICH YOU FEEL MAY RELATE TO THE WORK FOR WHICH YOU ARE APPLYING:

_____

_____

4) HAVE YOU BEEN CONVICTED OF ANY VIOLATIONS OTHER THAN MINOR TRAFFIC VIOLATIONS? ☐ YES ☐ NO

5) FOR WHAT HAVE YOU BEEN CONVICTED, WHEN, AND WHERE? _____

_____

_____

IF THERE WERE EXTENUATING CIRCUMSTANCES, OF WHICH WE SHOULD BE AWARE, PLEASE STATE ON DILHR JSD 5012.

(Existence of a criminal record does not constitute an automatic bar to employment and your record will be considered only as it may substantially relate to the job for which you are applying).

WORK EXPERIENCE: Provide a complete description. This information will be used to determine if your application is accepted. Be specific. Start with your most recent job. BE CERTAIN TO INCLUDE SERVICE IN THE ARMED FORCES. For part-time work, show the average number of hours per month. Indicate any changes in job title under same employer as a separate position. You may also attach a separate sheet (DILHR JSD 5012) with additional information.

Employer	Kind of Business	Location (Numbered Street)
Your Title	Reason for Leaving	Location (City, State, Zip)
Your Duties:		Name of Supervisor:
		Total Time Employed: ☐ Full-Time ☐ Part-Time
		From (Month & Year) / To (Month & Year)
		Check one: ☐ Monthly Salary ☐ Hourly Salary — Beginning: $ Ending: $

Employer	Kind of Business	Location (Numbered Street)
Your Title	Reason for Leaving	Location (City, State, Zip)
Your Duties:		Name of Supervisor:
		Total Time Employed: ☐ Full-Time ☐ Part-Time
		From (Month & Year) / To (Month & Year)
		Check one: ☐ Monthly Salary ☐ Hourly Salary — Beginning: $ Ending: $

Employer	Kind of Business	Location (Numbered Street)
Your Title	Reason for Leaving	Location (City, State, Zip)
Your Duties:		Name of Supervisor:
		☐ Full-Time ☐ Part-Time
		From (Month & Year) / To (Month & Year)
		Check one: ☐ Monthly Salary ☐ Hourly Salary — Beginning: $ Ending: $

Employer	Kind of Business	Location (Numbered Street)
Your Title	Reason for Leaving	Location (City, State, Zip)
Your Duties:		Name of Supervisor:
		Total Time Employed: ☐ Full-Time ☐ Part-Time
		From (Month & Year) / To (Month & Year)
		Check one: ☐ Monthly Salary ☐ Hourly Salary — Beginning: $ Ending: $

MAY WE COMMUNICATE WITH YOUR PRESENT EMPLOYER? YES ☐ NO

REFERENCES		
NAME	ADDRESS	PHONE
NAME	ADDRESS	PHONE
NAME	ADDRESS	PHONE

Please list any organization to which you belong or have belonged and any honors or awards you have received that you regard as relevant to the job or jobs for which you are applying: _____

_____

SIGNATURE: _____

DEVELOPING A RESUME

Everyone who is looking for a job needs a resume (pronounced REZ oo may). If the word resume makes you nervous, call it a **data sheet**, because that's just what it is.

Having a well-prepared resume is important because it represents you on paper. It is a sales pitch about your skills and experience.

And, good resumes leed to job interviews.

Where Do I Start?

Preparing a resume is a two-part process. The key words are **select** and **arrange**.

Select What?

First, you select a goal. What do you want to do? What type of job are you applying for? You can always prepare more than one resume if you have several job goals.

Once you have determined your goal or "Employment Objective," select details about yourself that relate to your objective. In short, what you are saying is, "This is what I want to do and this is why I can do it."

Then, list all the important details about your experiences that relate to your job goal. Be brief about any experience that does not directly relate to your goal. You may include special honors or certificates you have received.

Arranging Information

Arrange the details you have selected about yourself in a way that presents you best.

For example, ask yourself if the employer will be more interested in your education and training, or in your previous work experience. Catch the employer's attention by listing your strong points early. Remember, this is a way to sell yourself on paper.

Be brief and to the point. If you have carefully selected your material and arranged it for its best presentation, the organization will follow naturally.

The next pages will help you prepare your own resume. There are different resume styles or formats. The one you will learn about is called "chronological," which is most often used. You will list your experiences and background in the order they occurred, beginning with the most recent experience and going back.

An advantage of the chronological resume is that employers are familiar and comfortable with it. Therefore, it's easy for them to quickly read a chronological resume and understand an individual's accomplishments. There are many books on the subject of resume writing. Some are listed in the bibliography.

THINGS TO INCLUDE

Write a resume for each job for which you are applying. That way you can target your descriptions and skills toward each particular job.

PERSONAL DATA

Begin with your name, address, and phone number. Other personal data, such as date of birth, height, weight, and marital status are optional and may appear at the end of the resume or not at all.

EMPLOYMENT OBJECTIVE

Indicate the specific job you want, if you think this section will be helpful to you. An objective, like most parts of a resume, is optional. Remember, you are packaging yourself and everything contributes to the package.

EDUCATION

List the school you are attending and the grade you are in. You may wish to include your graduation date and your major area of study.

WORK EXPERIENCE

List each job separately starting with the current or most recent one. Include the dates of employment, the employer's name, address, and nature of the business, your supervisor's name, and the position you held. Then, describe what you did on the job, what you were responsible for, and what you accomplished. Be as specific as possible.

Use any information from other sections that you have completed to help you describe your work experience.

MISCELLANEOUS

If you have never held a paying job, you may feel that you have nothing to say on a resume. This is not true. List any volunteer experiences, extracurricular activities, or hobbies. Even if you haven't been paid for these things, you can point out skills you've developed while doing them.

Use words in your resume that describe exactly what you have done. Instead of writing, "Worked on high school weekly newspaper," write: "Interviewed students and teachers on a wide variety of topics. Wrote articles, worked under deadlines. Photographed school events and developed negatives."

REFERENCES

You may want to include names, addresses, and telephone numbers of references, or say, "References Furnished on Request." Many employers make it a habit to contact at least one reference and ask about you. Be sure to get permission from your references to use their names. List at least three people. Former employers make good references.

PUTTING IT TOGETHER

Before typing your final copy, have someone else look over your resume draft. You may also want to let your resume sit for a few days. Then read it over and make changes.

Your resume is an advertisement for you. How many advertisements have you seen that have been sloppy and careless? None. **Type** your resume. **Never send a handwritten resume.** If you don't type, find someone who does. Be sure there are no spelling errors.

It is a goood idea to write one resume for each job you're interested in. But, if you choose to do only one, have it reproduced on good quality paper, so it looks professional. Don't use carbon copies.

SAMPLE RESUME

Doreen D. Doe
1250 Oakwood Lane
Hometown, Wisconsin 55555
608-123-4567

EMPLOYMENT OBJECTIVE

Bicycle mechanic

WORK EXPERIENCE

June 1985 - September 1985 (full-time)
September 1985 - Present (part-time)
Bicycle Mechanic Helper
Olson's Cycle Shop
3 North Main Street.
Hometown, Wisconsin 55555

Began by assembling new bicycles. Received informal on-the-job training. Soon was allowed to perform major repairs on 3-, 5-, and 10-speed bicycles. Familiar with most major brands.

June 1984 - September 1984
Salesperson
Second Hand Rides
4253 Tamarack Avenue
Hometown, Wisconsin 55555

Sold bicycle parts and advised customers on their choice of used bicycles. Dealership experienced a 10 percent increase in sales over the previous summer. Left to return to school.

EDUCATION

Hometown High School
1010 Menominee Dr.
Hometown, Wisconsin

Graduation: June 1986
Major: Business
Activities: Bicycle Club, Stage and Sound Crew

REFERENCES

Benjamin Olson
Owner
Olson's Cycle Shop
3 North Main Street
Hometown, Wisconsin 55555
(555) 333-1111

Lucas Hobson
Math Teacher and Bicycle Club Sponsor
Hometown High School
1010 Menominee Dr.
Hometown, Wisconsin 55555
(555) 333-2222

Elizabeth Cartwright (Youth Leader)
Hometown Church
4222 Elm Street
Hometown, Wisconsin 55555
(555) 333-4444

CREATE YOUR RESUME

Write your own resume. To help you get started, fill in the blank form below with the necessary information. You can use the information from your job application to make the job easier.

NAME:
ADDRESS:
CITY:
PHONE:

EMPLOYMENT OBJECTIVE:

EDUCATION:

WORK EXPERIENCE:

SPECIAL SKILLS, INTERESTS, OR ACTIVITIES:

REFERENCES:

HOW DOES YOUR RESUME LOOK?*

- Resume is typed.
- Appearance is neat (no crossed out words or ink smudges).
- Resume is easy to read.
- Spelling and grammar are correct.
- Names are accurate and complete.
- Addresses are accurate and complete.
- Telephone numbers are accurate and complete.
- Dates are accurate and complete.
- Job titles are accurate and complete.
- Duties and responsibilities are accurate and complete.
- School/training summary is accurate and complete.
- Special interests, skills, and qualifications are work related.
- Information is included about references.

*Source: "Youth Employment Competency System," Private Industry Council of Rock County, Wisconsin, Inc., 1987.

WRITING A LETTER OF APPLICATION

A letter of application has one and only one purpose: to get you an interview. It is not intended to get you a job. This is a very important point to remember when you write a letter of application.

The Main Parts of the Letter

Like a good story, a good letter of application has three main parts: a beginning, a middle, and an end.

INTRODUCTION

The beginning of a letter of application is called the introduction. The introduction explains why you are writing the letter. Start the letter with an attention-getting sentence. Appeal to the employer's interests rather than your own desire for employment.

BODY

The middle of the letter is called the body. The body should only be one or two paragraphs long. In the body of the letter, tell the employer about your qualifications for the job and mention the fact that your resume is enclosed.

CLOSING

The end of the letter is called the closing. In closing you should politely suggest a specific time or reason for an interview. Make it as easy as possible for the employer to contact you.

PREPARATION TIPS

It is important that your letter of application make a good first impression on the employer. The letter, along with your resume, makes up your personal "ad campaign." Here are some guidelines:

- **Type** the letter. Handwritten letters of application turn off nearly all employers.
- Be neat. No eraser marks! If you do not type, find someone who does.
- Use plain, white, high-quality bond paper. No onionskin or flimsy paper.

- Use only one side of the paper.

- Check all spelling before the letter is mailed. Double and triple check the spelling of the company and the spelling of the person's name you are writing to.

- Check your English. Have someone else check your English as well. Writing errors are easily noticed in application letters.

- Be brief and to the point. Don't ramble.

- Always be sure to ask for an interview at the end of the letter.

SAMPLE LETTER OF APPLICATION

839 Emerald Street
Madison, WI 53777
October 22, 1986

Mr. Bryan Gotthelf
Personnel Manager
Rahrah Sporting Goods, Inc.
100 Industrial Place
Middleton, WI 54321

Dear Mr. Gotthelf:

I saw your advertisement in the Daily Chronicle for a salesperson. Please consider me as an applicant for this position.

Sports are a very important part of my life. I am on the basketball team and softball team. For recreation, I enjoy skiing, skating, and tennis. These activities should help me meet the qualifications for the job. My resume is enclosed.

Please let me know when I can come in for an interview. My phone number is 608-456-7890. I will look forward to hearing from you.

Sincerely,

Pamela Brady

(Use the format on the next page to guide you in developing your own letter of application.)

Your Address
City, State Zip
Today's Date

Name of Person
Title of the person
Company name
Address
City, State Zip

Dear (Name of Person):

INTRODUCTION: Explain why you are writing.

BODY: Tell the employer about your qualifications for the job.

BODY: (optional) Tell the employer about any special qualifications, education, or work experience you may have for the job.

CLOSING: Ask for an interview and tell the employer you are awaiting a reply.

Sincerely,

(Your name signed in ink)

Your name typed

LETTER OF APPLICATION

Now it is your turn. From the newspaper, choose a want ad and write a letter of application in the space below.

(your address) _____

(city, state, zip) _____

(today's date) _____

(name of person you're writing to) _____

(his or her title) _____

(name of the company) _____

(address) _____

(city, state zip) _____

Dear _____: (name of person)

(introduction) _____

_____

_____

(body) _____

_____

_____

(closing) _____

_____

_____

Sincerely,

(your name signed here in ink)

_____ (your name typed)

THE JOB INTERVIEW

One goal of your job search is to get a job interview. **The job interview is, the most important step in the job search process.** An interview is your opportunity to convince the interviewer that you, and you alone, are the qualified for the position.

Interviewers want to see what your intelligence, personality, experience, and motivation are like. They want to see how these qualities fit the job requirements.

You can prepare yourself for interviews by learning some basic skills.

The employer who interviews you does not know you. He or she has no way of knowing what a truly dedicated, hard-working individual you really are. The interviewer sees only the side of you that you present during the interview.

It is crucial that you make a good, lasting first impression.

There are three phases of each job interview process. They are:
- preparation,
- interview, and
- follow-up.

Each of these is discussed in a separate section.

PREPARING FOR THE INTERVIEW

Time spent preparing for a job interview is time well spent. Take time to insure that you make the best possible impression before you meet the employer. You can do this in two ways:

1. By learning about the company before you have your interview.

2. By preparing yourself. This includes good grooming, good speech, and a positive attitude about yourself.

Learn About the Company

The more you know about the company that has offered you an interview, the more you will be able to impress the interviewer. One of the surest ways to turn off an interviewer is by asking him or her "What exactly does this company do?"

To find out about the company, call its advertising department and request brochures or drop by and ask for literature. Most companies are happy to provide the public with such information.

Newspapers are good sources of information about companies. If, for example, the company has planned a major addition to its facilities, introduced a new product line, or bought out another company, chances are good that the newspaper has reported it.

Try also to learn the name of the person who will be interviewing you. This can be done by contacting the company's personnel department. Practice saying the interviewer's name until you can pronounce it easily and correctly. Refer to this person as Ms. or Mrs. or Mr. during the interview. Don't call the interviewer by his or her first name.

RESEARCH A COMPANY

Choose one of the companies in your town. Visit it and try to obtain as much information about it as you can. Try to answer the following questions:

1. What does the company do or make?

2. When was the company founded?

3. Where is the company's main headquarters?

4. How have sales figures compared over the past two years?

5. Are there any plans for future expansion?

6. Among other companies that supply the same services or produce the same goods, how does this company rank?

7. What other information were you able to obtain about the company?

Dressing for an Interview

Nothing contributes more to the quality of the first impression you make than the way you dress. The vast majority of employers agree that a job seeker's personal appearance affects their opinion of that applicant's suitability for a job.

Because you will be judged by the way you dress, use common sense and good taste. Check with family and friends if you're not sure if your interview clothes are appropriate.

Different types of jobs require different types of dress. An employer who is interviewing you for a loading dock job will expect you to dress differently than one who is interviewing you for a position in a bank.

One of the goals of your initial research on the company should be to find out how the majority of the employees dress for work. Go to a typical bank or company to observe the dress rules before interviewing.

It is a good practice, however, to dress conservatively for any job interview. Loud and flashy clothes usually cause an interviewer to remember the clothes and not the person wearing them.

Grooming Tips

This is as important as the clothes you wear to the interview. Here's a grooming checklist to use before a job interview:

- Hair should be neatly combed or appropriately arranged
- Facial hair must be clean-shaven or trimmed
- Use fresh makeup and only a little, use light colors
- Teeth should be brushed, breath fresh
- Clothes should be clean
- Clothes should be pressed and nice looking
- Clothes should be conservative, no outrageous current fashions, no low necklines or blouses unbuttoned way down
- Keep jewelry to a minimum
- Shoes should be shined
- Face, hands, and fingernails should be clean
- Shower or bathe, be clean and fresh smelling, wear deodorant or lots of powder
- Use only a little perfume, if any at all

Looking Your Best

Look in your closet and select clothes suitable for a job interview. You may wish to ask the opinion of your family and friends about your choices.

Put the clothes on that you'll be wearing to the interview. Then, look in the mirror and evaluate your overall appearance. Do you look your best?

Hair?

Makeup?

Teeth?

Clothes?

Hands and fingernails?

Body odor?

Groom Your Speech

Employers often judge you by the way you speak. Because interviews are often short, it is crucial that you do not harm your chances at getting the job by using improper English, bad grammar, or slang.

Avoid common speech mannerisms such as "you know," "uh," "that's for sure," "okay," and "like." Slang, while it serves a purpose among your friends, has no place in a job interview.

The best way to find out how you talk is to ask those who hear you talk the most. Ask friends or teachers if they notice any annoying mannerisms in your speech. If they tell you, for example, that you say "you know" too often, work on getting rid of that particular phrase. It's hard work and will require conscious effort on your part, but it can pay off by allowing you to make a good impression on an interviewer.

Listen to a cassette tape of yourself talking, to find out what words you want to take out of your speech. Practice by being aware of **not** saying those words when you speak.

POSSIBLE INTERVIEW QUESTIONS

During the interview, you may be asked questions that are difficult to answer without preparation. In order to make yourself more at ease during an interview, prepare answers to some of these questions.

- What do you know about us? (Use the information you gathered from the research a company exercise.)
- What do you think determines a person's progress in a company?
- Are you looking for a permanent or temporary job?
- Do you prefer to work alone or with others? Why?
- If you had a choice of any job, anywhere, what would you choose?
- What job in our organization do you want to work toward?
- What jobs have you enjoyed the most? The least?
- Do you prefer a small organization? Why?
- What was your best subject in school? Your worst? Your favorite?
- Why do you want to work for our organization?
- What are your goals? Long-range? Short-range?
- Will you tell me something about yourself?
- What are your strengths? Your weaknesses?
- What can you contribute to our company?
- Why are you qualified for this position?
- Are you free to travel? To relocate?
- Do you have your own transportation?
- How does your previous experience apply to this job?
- Have you any experience in this line of work?
- What about our product or service is of interest to you?
- Where do you see yourself in this company five years from now?

Interview Questions to Ask

You should also enter an interview with questions to ask about the company and your place in it. During the interview, get answers to these questions and any others you might have:

- Is this a permanent job or is it a training ground for something else?
- What is the future of this type of work in the company?
- What would be the daily duties for this job?
- What sort of person do you hope to hire for this position?
- Is this a new position or would I be replacing someone else?
- What does your organization hope to have the person you hire accomplish?
- Additional questions:

Interview "Rule of 3"

Here's an easy way to summarize what you've done in preparation for your interview. Make sure you know the answers to these three statements.

1. Know 3 reasons why you'd like to work in the company.

   1.

   2.

   3.

2. Know 3 reasons why the company should want to hire you instead of other applicants.

   1.

   2.

   3.

You would like to hire me because...

3. Have 3 questions to ask the employer.

   1.

   2.

   3.

INTERVIEW EVALUATION FORM

1. One of the best ways to get a feel for what job interviews are like is to use a technique called "role playing." Assign someone to the role of "Interviewer" and another to the role of "Applicant." Both people should prepare their parts. Establish the kind of job the applicatant is applying for. Have others rate the performance of the applicant using the evaluation form found below.

2. Do the same thing you did in number 1, but make it a "dress rehearsal." Wear the clothes that you have chosen and pay particular attention to your grooming.

3. If facilities exist, videotape these exercises. Then view the tape critically, with an eye toward how you can improve yourself. Rate yourself using the evaluation form below.

CATEGORIES	POOR		AVERAGE		EXCELLENT
Dress	1	2	3	4	5
Grooming	1	2	3	4	5
Speech	1	2	3	4	5
Eye contact	1	2	3	4	5
Knowledge of company	1	2	3	4	5
Knowledge of job	1	2	3	4	5
Answered questions well	1	2	3	4	5
Asked questions	1	2	3	4	5
Overall performance	1	2	3	4	5

You may also use this form after each actual job interview to determine how well you did.

DURING THE INTERVIEW

During the interview be confident, positive, and assertive. Your prospective employer wants to get to know you so put forth your best self. Don't try to be someone you're not. Here are some tips on how to conduct yourself in a job interview:

- **Shake hands firmly** with the interviewer and greet him or her by name while making solid eye contact. This shows the interviewer your self-confidence.

- Try to **initiate the conversation.** There's nothing really wrong with "small talk" at the beginning of an interview.

- During the interview, **focus on your accomplishments**, not your duties on previous jobs. Everyone has duties, but not everyone has been able to accomplish things.

- **Smile and be pleasant.** If you're nervous, try not to let it show. Your facial expression conveys a lot about how you feel about yourself.

- **Stand and sit straight.** No slouching. Sit down only when the interviewer offers you a seat.

- **Look directly at the interviewer** when you speak. Don't stare at the walls or the floor.

- **Speak clearly.** If you need time to think about an answer, take it. If you don't know the answer to a question, don't try to bluff your way through the answer--say you don't know.

- **Focus on the job** you're applying for. Don't ramble or tell the interviewer stories that are unrelated to the topic.

- **Don't smoke** or chew gum during an interview unless the interviewer smokes.

- **Keep your hands still.** Don't wave them around when you speak.

- **Don't tell the interviewer you'll take "any job."** Be sure he or she knows what you want to do.

- **Use your creative visualization techniques.**

Correct Speech

Yeah, ya know mister...that was what I used to do, but I an't done that for a long time!

Yes, Mr. White, I used to babysit but now my child care interests are taking good care of my daughter.

AFTER THE INTERVIEW

There are several things you can do to make the most of your interview experience.

Take a blank copy of the "Interview Evaluation Form" that you used when you did your practice interview. Decide what you did really well and what you could improve for future interviews.

Send a follow-up letter or make a phone call to the person who interviewed you. This puts you at a distinct advantage, because few people call or write after the interview is over.

A follow-up letter should be written and sent as soon after the interview as possible. It should be short and to the point.

You should use this letter to do four things:

- indicate your interest in the job,
- briefly highlight your strengths,
- add anything you left out during the interview, and
- thank the person who interviewed you.

Look at the following letter to get an idea of what one should look like. Remember, if you don't type, find someone who does.

SAMPLE FOLLOW-UP LETTER

Your address
City, State Zip Code
Date

Interviewer's name
Title
Company name
Address
City, State Zip Code

Dear (Name of the Interviewer):

Thank you for taking the time to talk with me on Wednesday. The sales position we discussed interests me greatly. I believe I have the qualifications to do the job well and hope that you will consider me for the position.

I am looking forward to hearing from you. Thank you again for your time and consideration.

Sincerely,

Your name signed in ink

Your name typed

INTERVIEW FOLLOW-UP LETTER

Write a follow-up letter to the person who interviewed you in the last exercise.

(your address) _____

(city, state zip) _____

(date) _____

(name of interviewer) _____

(title of interviewer) _____

(company name) _____

(address) _____

(city, state zip) _____

Dear _____: (name of interviewer)

_____

_____

_____

_____

_____

_____

_____

_____

Sinerely,

(your name signed here in ink)

_____(your name typed)

ACCEPTING A POSITION

If you are offered the job, you can respond immediately, ask for time to think it over (at least one day), or ask additional questions to decide if the job is right for you.

Here are some questions to ask yourself:

Skills and duties

Do I have the skills to do the job well?

Are the duties something I'd like to do?

Company values

Is it with a company where I'd like to work?

What is the company's attitude toward employees?

Would I like to work for my boss? With the other employees?

Salary

Does the salary meet my economic needs?

How does the salary compare to what men are paid for the same job?

How does the salary compare to what is paid in other companies for the same position?

Working conditions

What are the working conditions? Comfortable? Crowded? Noisy?

What is the schedule? Weekday? Weekend? Overtime?

Child care

Can I make child care arrangements to fit my work schedule?

Is there company sponsored child care?

Will this job allow me to have "quality time" with my child or children? With other important people in my life?

Location

Is the location of the job acceptable? Can I get transportation to and from work? What will it cost? Is it a safe place to work?

Benefits

What are the benefits? Health care? Paid vacations? Sick leave? Disability insurance? Retirement?

Does the company pay for further education (tuition reimbursement) and/or training?

Advancement

What would this job prepare me to do in the future?

What are the advancement opportunities for me?

UNDERSTANDING JOB PAY AND BENEFITS

Some people are paid for each hour they work. This is called their hourly **wage** or rate. Others are paid a **salary** which is a total amount for a specific period of time. It is based on doing their work whether it takes 35 hours or 50 hours per week to get the job done.

The total number of hours you worked times your hourly rate equals your **gross pay**. For example, if you worked 30 hours and were paid $5.00 for each hour you worked, your gross pay would be:

30 hours X $5.00 = $150.00.

However, your pay check might be for $120.00 (your **net pay**).

The difference between the gross and the net pay ($150.00 - $120.00) is called the **deduction** ($30.00). There are some deductions required by law such as federal income tax and Social Security (FICA - Federal Insurance Contribution Act). Social Security is the federal government's retirement plan. When you are over 62, you will receive a monthly check from the government.

Most states also tax income. Other deductions which you may have are for health and life insurance, union dues, retirement plans, U.S. Savings Bonds, and others.

PAYROLL DEDUCTIONS

Here is an example of a pay stub for a single parent with one child based on the 1986 tax tables.

THE PAPER CORP.

Employee	Soc. Sec. No.	Employee No.
Dana Armstrong	482-34-3364	425001
Pay Rate/Hr.	**Hours Worked**	**2-week Period Ending**
$7.00	80	12/12/86

GROSS SALARY $560.00	**NET SALARY** $437.06
FEDERAL TAX $51.00	**STATE TAX** $21.90
FICA $40.04	**UNION DUES** $10.00

1. What is the total of the deductions taken from this paycheck?

2. Which deduction is the biggest?

3. Which deduction is the smallest?

BENEFITS

Workers' Compensation

If you get hurt on the job, **workers' compensation** may pay your medical bills. Workers' compensation is the state insurance for covering medical bills. Most companies must carry workers' compensation. You contribute nothing for this benefit.

Tell your supervisor right away if you get hurt or sick while on the job. Your company must send you to the doctor or hospital.

Your company will file a report with the state board on workers' compensation. The doctor who sees you will also file a report. Then the state board will decide if your injury or illness is truly job-related.

Workers' compensation will also pay for other things.

Temporary disability: pays you part of your salary each week until you go back to work.

Permanent disability: pays you part of your salary for the rest of your life.

Rehabilitation: is retraining to do a new job. If you're well enough to work but can't do the same work you did before, you can get trained to do a new job. Workers' compensation will pay for career counseling, training, and help you to find another job.

Death benefits: will be paid to your family if you die from your injury or illness.

Source: Lerman, P., Job Skills Curriculum Guide, Department of Public Instruction, 1984

DISABILITY INSURANCE

What happens if you get hurt or sick off the job? Workers' compensation won't cover everything.

You can protect yourself by getting **disability insurance**. The cost of disability insurance is taken from your pay check each pay period. This would be another deduction.

To collect disability insurance a doctor must be taking care of you. File a claim with the disability office as soon as possible. You'll collect faster that way.

UNEMPLOYMENT BENEFITS

You may be eligible for state **unemployment benefits** if you lose your job. You may collect unemployment benefits if you lose your job because of:

- being laid off because there was no work,
- being fired without a good reason, or
- leaving for a good reason.

You will be paid a part of your salary. You have to file a claim with the state unemployment office. The unemployment office will determine if you can collect.

You **cannot** collect unemployment benefits if you:

- were fired for bad conduct,
- left without a good reason,
- turned down a job, or
- do not look for work.

ADDITIONAL BENEFITS

Most companies give some paid **sick leave**. Save these days when you really need them. Don't call in sick for every little ache and pain.

If you are sick, call in right away. Your supervisor will appreciate your consideration. Call in each day you are ill. Some companies allow you to use your sick days to care for your child who is sick, even when you're not sick too. Be sure to find out what your company policy is.

Most companies also give some paid **vacation days**. You should use all of these days, unlike the sick days which are to be used only when you must use them.

Talk to your supervisor well in advance of your vacation. This way you can arrange to be gone when it's a good time for you **and** the company. It's another way of showing that you're responsible and considerate.

Some companies have their own **child care** program. You would can off your child at the company's child care site just as you would with any other child care provider.

Most companies pay for all your **training** while you learn <u>required</u> job skills. However, if you want to go to vocational school or college to advance yourself and learn things not required in your job. Ask if the company has a **tuition reimbursement** program. This program will pay you back for your educational costs.

Your company may have other benefits available to you such as:
- health insurance,
- pension plans, and
- profit sharing.

Check with your supervisor or personnel office.

JOB KEEPING SKILLS AND ATTITUDES

Congratulations! You have now learned how to get a job. Did you think your work was over? Now you need to master the skills necessary to keep your job.

The top three reasons why Wisconsin employers fire employees are:

- poor work habits
- tardiness
- undependability

When you first start looking for a job, employers will consider your school record as a way of determining how well you will do on the job.

If you have a record of arriving at school on time, an employer assumes you'll also get to work on time. If you complete your school assignments, an employer will assume you'll also complete your work assignments. If you get along with other students at school, an employer will assume you'll probably get along with co-workers.

It's as simple as that. Your school habits usually become your work habits. You may, of course, change and improve these habits.

Source: A Guide to Education for Employment, Wisconsin Department of Public Instruction, 1987.

SHANNA

Let's take a look at Shanna who has been working at Plainville Glove Manufacturing for the past four months. Her supervisor has scheduled a meeting with her to discuss areas for improvement. Pretend you are Shanna's supervisor. Read about Shanna below. What would you discuss with her?

"All that matters is that I get my work done, right? So I was a little late today and three times last week. It's not my fault they keep changing the bus schedule. I always get my work done.

(later)

If Loretta doesn't stop bugging me about Jimmy, I'm gonna punch her one. Won't she ever stop? Here she comes again . . . won't she be surprised when I slug her?

(later)

Boy, is this work boring. I thought I was going to like working at this company. They make such stupid, ugly gloves. We have to go to a meeting tomorrow. They're going to show some dumb film about the background of Plainville Glove Manufacturing. Then someone is going to talk about company pride and positive work attitudes. Who cares? All I want to do is do what I'm supposed to and get my paycheck.

(later)

I'm feeling so tired now after that great party last night. Boy, was it fun! If I could just put my head down and sleep for a bit before I talk with my supervisor. Wonder why she called me in anyway . . ."

Why do you think Shanna was called in? Circle all areas listed below where Shanna could improve.

- be on time
- be at work
- work with others
- be responsible
- be dependable and finish assignments
- communicate effectively, in writing and speaking
- accept supervision and advice
- maintain personal health
- recognize and solve problems by self
- show a satisfactory attitude
- perform work beyond the stated assignment
- show pride in work
- show desire for improvement

Source: "High School Diploma Endorsement," Education for Employment Project, Janesville Public Schools, Wisconsin, 1987.

SELF-EVALUATION OF WORK HABITS AND ATTITUDES

The first step is awareness of your present job keeping behavior. One way to determine your job keeping strengths and weaknesses (areas for improvement) is by evaluating your school work habits and attitudes.

There is a self-evaluation form and a teacher evaluation form in the next section. Ask one of your teachers to evalute your school work habits and attitudes by completing the "Teacher Education." You complete the "Self-Evaluation." Compare and discuss the results with your teacher.

CATEGORIES	NEVER				ALWAYS
Be on time	1	2	3	4	5
Be at work (or school)	1	2	3	4	5
Work with others	1	2	3	4	5
Be responsible	1	2	3	4	5
Be dependable and finish assignments	1	2	3	4	5
Communicate effectively, in writing and speaking	1	2	3	4	5
Accept supervision and advice	1	2	3	4	5
Maintain personal health	1	2	3	4	5
Recognize and solve problems by your self	1	2	3	4	5
Show a pleasant attitude	1	2	3	4	5
Perform work beyond the stated assignment	1	2	3	4	5
Show pride in your work	1	2	3	4	5
Show desire for improvement	1	2	3	4	5

*Source: Ibid.

TEACHER EVALUATION OF WORK HABITS AND ATTITUDES

CATEGORIES*	NEVER				ALWAYS
Be on time	1	2	3	4	5
Be at work (or school)	1	2	3	4	5
Work with others	1	2	3	4	5
Be responsible	1	2	3	4	5
Be dependable and finish assignments	1	2	3	4	5
Communicate effectively, in wiriting and speaking	1	2	3	4	5
Accept supervision and advice	1	2	3	4	5
Maintain personal health	1	2	3	4	5
Recognize and solve problems by self	1	2	3	4	5
Show a pleasant attitude	1	2	3	4	5
Perform work beyond the stated assignment	1	2	3	4	5
Show pride in work	1	2	3	4	5
Show desire for improvement	1	2	3	4	5

*Source: Ibid.

BASIC WORK SKILLS

You examined Shanna's employability skills and attitudes, as well as your own. This page has a complete listing of skills that recent high school graduates are expected to have to be ready for employment

Employment Skills in Order of Importance

- Work habits, on time, dependable
- General attitudes toward work
- Quality of work, accuracy, no waste
- Quantity of work, amount of output
- Accepting advice and supervision
- Work with others, settle differences
- Understands value/importance of work
- Following through on assignments
- Initiative, plans, directs own work
- Recognizing, solving problems by self
- Specific skills required to perform job
- Willing to improve job skills, advance
- Listening well enough to understand
- Making decisions in own area of work
- Use of tools and equipment
- Personal health (avoiding illness, etc.)
- Applying job skills to new situations
- Safety consciousness
- General knowledge of business operations
- Flexibility
- Mathematics
- Speaking well enough to be understood
- Good appearance (grooming, dress)
- Spelling, grammar
- Reading
- Understand U.S. economic system
- Writing
- Understand career ladders, advancement
- Applying and interviewing for a job

Source: Gassman, R and Deutsch, N., Increasing Options Through Life/Work Planning, The Wisconsin Department of Public Instruction, 1986.

Having a positive self image can help you feel good about yourself. It will help you get the job you want and help you feel good about yourself during the job hunting process. Read carefully and do your own exercise on the pages that follow.

- **Set your goal.** Decide on something you would like to have. When you first start to learn this process, you'll reach your goal more quickly if you choose one that's not too difficult. As you learn and practice creative visualization, you can progress to more challenging goals.

- **Create a picture of yourself having achieved your goal.** You may want to write it down or even make a picture of what you want and hang it up.

- **Focus on it often.** Visualize the mental picture you've made. Focus on it often but don't try too hard. Do it in a relaxed and gentle way.

- **Give it positive energy.** Think of yourself as having what you want, eliminate any thoughts of self-doubt. Use positive statements called "affirmations." One positive affirmation you could use is:

"Everyday in everyway I am becoming better and better."

"I can and I will."

Here are some others. "I now start a new force in my life. It will create harmony, health, happiness, and release my potential talents and abilities." "I am whole in myself." "I can relax and let go."

Write down your positive statements, tape them to the refrigerator and bathroom mirror, carry them with you. Say one each time you see a stop sign or the telephone rings.

You have the power within yourself to take control of your life and get what you want. Let's look more closely at how you can use creative visualization for job hunting.

Source: Gawain, S., Creative Visualization, Bantam Books, Inc., 1984.

POSITIVE SELF IMAGES EXAMPLE

This example lists each of the four steps and gives an example of how to use positive self images.

- **Set your goal.** I am now completely confident and relaxed while making telephone calls to companies where I might like to work.

- **Create a picture of yourself in that situation.** I see myself talking on the telephone, I feel and look relaxed. I speak clearly and ask questions directly. I sound in control and confident.

- **Focus on it often.** Think about the picture you've created of yourself in Step 2. Do this while relaxed (taking a hot bath or shower, lying on your bed breathing deeply). Also visualize this picture when it just happens to pop into your head.

- **Create and practice affirmations.** "I am completely confident, poised, and relaxed."

On the next page you may write your own plan for positive self images.

Positive Self Images Worksheet

My goal is to

I see myself meeting this goal by

My positive statements to myself are

You have completed the employability skills and attitudes section of this workbook. Congratulations! You've learned a lot about getting and keeping a job.

You know:

- where to look for jobs and how best to spend your job hunting hours,
- how to complete a job application and write a resume,
- how to research a business and prepare yourself for an interview,
- job pay and benefits,
- the importance of good work habits and attitudes.

Remember to set goals and plan rewards for yourself along the way. Practice your positive self images. You can do it!

The next section will discuss current issues in the work force.

Use this information as a guide for directing your choices about career interests and occupations. When you read descriptions of occupations think about whether the skills you identified for yourself are those that are required for the occupation.

Sign of the Times

CURRENT ISSUES IN THE WORKFORCE

Some of the current issues affecting the workforce include factors specifically affecting work and family roles. The changes in the workforce due to increasing numbers of women working in paid labor have made it necessary to review and consider issues that affect the family. They are concerns that may affect you and your choice of occupation and place of employment. The following list outlines some of these issues:

- **Child care** (some job sites have programs including on-site day care, summer camp for employees' children, near-site day care, a voucher system, day care subsidies, information and referral service, parenting seminars, sick child care, after-school programs for children)

- **Alternative work schedules** (including compressed workweeks; job-sharing; permanent and temporary part-time employment; voluntary reduced work-time programs (V-time);, telecommuting, and flexible use of vacation and personal days),

- **Employee Assistance Programs** (these programs help employees with personal problems including stress that can result from the conflicting work and family roles),

- **Parental Leave** (including paid maternity leave, paid parental leave, and parenting and "bonding" leave),

The following issues affecting changes in the workforce will be discussed in more depth:

- child care arrangements,

- alternative work schedules,

- comparable worth,

- legal rights and discrimination, and

- sexual harassment.

These issues are presented to help you learn about some of the realities of the work world. The more knowledge and information you have about things the better equipped you will be to make decisions.

CHILD CARE

With record numbers of women in the workforce, child care has become a major issue confronting their ability to receive affordable care. Mothers of infants and toddlers has been the fastest increase in entering the labor force.

With these increases in numbers of women needing child care there is continued pressure on employers, unions, and government to provide adequate and affordable care. Child care will be one of your concerns if you don't already have dependable care.

ALTERNATIVE WORK SCHEDULES

Alternative work scheduling is one way to help beat the child care problem. Flexi-time gives employees some flexibility in their workday/week schedules.

Employees are expected to work during a specified period of time of the day but are given some flexibility for the remaining hours. As long as the employee works the agreed upon number of hours there can be some flexibility in the actual times the hours are worked. This helps with getting children to child care or school and with picking them up at the end of the day.

Job-sharing is another way for parents to find flexibility in work schedules. Job-sharing is splitting a full time job between two people who each work half time. Schedules may alternate by day or by week depending upon the arrangements.

It enables parents to combine their needs to work and to be parents. Job-sharing usually means not working full time so earnings are less. It is difficult for those families with only one source of income.

COMPARABLE WORTH

One of the current battles for equal pay for jobs which are similar is the question of Comparable Worth. Comparable worth states that jobs of equal value, even though they may be different kinds of jobs, must be paid equally if they are comparable in terms of skills required. That is, the same pay should be given for jobs that are comparable in skills and responsibility, whether they are held by a man or a woman.

This is a major current labor issue because it focuses on the question of equality in the workplace. Comparable Worth is a response to the fact that women are often paid less for jobs which are performed primarily by women than men are paid for jobs primarily held by men, even when the work is similar, and education and experience are equal.

Comparable worth is being considered by state governments, unions, women's groups, the courts, the private sector and is being studied by Congress.

Give careful thought to these issues as they will affect your life and work. Being informed about current events related to the workforce helps you to set goals and make decisions about career choices and opportunities.

LEGAL RIGHTS AND DISCRIMINATION

Discrimination based on race, sex, religion, and national origin is illegal in this country. Discrimination happens when people are treated differently because of these personal factors. Discrimination prevents people from equal access to opportunities available to everyone. Federal laws protect individuals against discrimination. It is your responsibility to know the laws that protect you from discrimination.

Knowing and acting on your legal rights will:

- Protect you from discrimination;
- Protect you from sexual harassment;
- Guarantee your right to equal opportunity;
- Help you recognize discrimination
- Help you fight discrimination when it is expressed to you or to another individual.

Federal laws that make discrimination illegal include:

- **Title VII of the 1964 Civil Rights Act.** It prohibits discrimination in employment on the basis of sex, race, color, religion, or national origin in private industries engaged in interstate commerce.

- **The Equal Pay Act of 1963.** It prohibits discrimination on the basis of sex in payment of wages and benefits for equal work on jobs requiring substantially equal skill, effort, and responsibility and performed under similar conditions.

- **The Title IX of the Education Ammendment of 1972.** It prohibits sex discrimination in any educational program or activity receiving federal financial assistance.

- **The Pregnancy Discrimination Act of 1978.** It prohibits employment discrimination based on pregnancy, childbirth, and related medical conditions such as abortion.

Examples of discrimination include:

- Paying different wages to persons when they perform the same job;

- Refusing to hire qualified women for jobs traditionally held by men;

- Providing different benefits to employers depending on whether they are male or female;

- Refusing to hire unwed or single parents unless the same policy applies to both women and men;

- Making unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature explicitly or implicitly a term or condition of employment;

- refusing to employ a woman because of pregnancy, or fire her, force her to go on leave at an arbitrary point during pregnancy, or deny her reinstatement rights;

- causing a woman to lose her accrued retirement benefits, accumulated seniority, or credit for previous service because of pregnancy.

These forms of discrimination in the workplace are illegal.

It is greatly due to gains in legal rights that the lives of individuals have improved significantly. Use the legal system to assert your rights as an individual if you feel you have been discriminated against. The legal process is available to all individuals.

If you think you have been discriminated against you can contact a lawyer to discuss the matter. If you are eligible for Legal Aid you may get legal services free of charge. Contact your

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If you think you have been discriminated against you can contact a lawyer to discuss the matter. If you are eligible for Legal Aid you may get legal services free of charge. Contact your

local bar association to find the names of free legal service organizations in your area.

Sexual harassment is not only a form of discrimination it is also an illegal assault on a person. Sexual harassment is illegal under any conditions (whether in school, on the job, or in your personal life). Knowing what it is and what to do about it can help you recognize it and act accordingly should it ever happen to you.

Let's take a look at sexual harassment and what you can do about it.

SEXUAL HARASSMENT

SEXUAL HARASSMENT IS UNWANTED AND UNWELCOME SEXUAL BEHAVIOR WHICH INTERFERES WITH YOUR LIFE. NO ONE HAS THE RIGHT TO HARASS ANOTHER PERSON. IF YOU THINK THAT YOU ARE BEING HARASSED, YOU HAVE A RIGHT TO AND SHOULD DO SOMETHING ABOUT IT.

Sexual harassment can take many forms. It can be:

- touching or grabbing;
- comments about your body;
- sexual remarks or suggestions;
- conversations that are too personal;
- pornographic pictures or stories;
- dirty jokes;
- obscene gestures;
- offensive displays of sex related objects;
- staring in a way that seems too personal.

Sexual harassment often involves feelings of helplessness. You can feel unable to stop someone from hurting you. You can feel like you're singled out for no reason. And sexual harassment can be very frightening to a teenager when it is an adult who does the harassing.

YOU HAVE A RIGHT TO A LIFE FREE FROM SEXUAL HARASSMENT.

YOU ALSO HAVE A LEGAL RIGHT TO AN EDUCATION AND WORK ENVIRONMENT FREE FROM SEXUAL HARASSMENT

Both sexual assault and harassment are ways that people...

- force sexual attention on someone who doesn't want it;
- dominate others by unfairly taking advantage of a situation;
- intimidate others to force their consent;
- take pleasure from someone else's pain or discomfort;
- abuse power that they have over people;
- violate someone's rights.

Power is a big part of assault and harassment. That is why people who are assaulted or harassed say that they feel weak, helpless and humiliated.

Assault does "go farther" than harassment, but both hurt people and make them feel badly. That's what makes harassment a big deal.

HOW DO I KNOW IF I'M BEING HARASSED?

Students and adults say that they are sometimes unsure about whether they are being sexually harassed.

Sometimes they say it is difficult to tell the difference between sexual harassment and flirting or teasing.

There is a difference, though. Harassment feels bad. Flirting feels good. Harassment is unwanted. It makes people feel trapped and helpless, frustrated, confused, resentful and angry.

If you thank that you are being harassed, you own thoughts and feelings are usually pretty good signals about what is happening to you.

WARNING SIGNALS

These thoughts and feelings are warning signals of sexual harassment. They can alert you to the possibility that you are being sexually harassed.

Thoughts

- **"I CAN'T BELIEVE THIS IS HAPPENING TO ME"**
- **"WHY ME? WHAT DID I DO?"**
- **"I WISH I COULD MAKE IT STOP."**
- **"I HATE YOU FOR DOING THIS."**
- **"IF I SAY ANYTHING, EVERYONE WILL THINK I'M CRAZY."**
- **"JUST LEAVE ME ALONE."**
- **"WHAT'S GOING TO HAPPEN NEXT?"**
- **"I WISH I COULD GET AWAY."**
- **"WHY DOESN'T ANYONE HELP ME?"**

Feelings

- **CONFUSED**
- **GUILTY**
- **HELPLESS**
- **ANGRY**
- **FRIGHTENED**
- **HOPELESS**
- **SCARED**
- **ALONE**

WHAT WOULD YOU DO?

There are a lot of things that help stop sexual harassment. Here are some things that you can do.

- TALK TO A FRIEND.
- TALK TO A SCHOOL COUNSELOR.
- TALK TO AN ADULT YOU TRUST.
- THINK ABOUT HOW YOU FEEL.
- KEEP A RECORD.
- TELL THE PERSON YOU DON'T LIKE IT.
- TALK TO SOMEONE IN YOUR FAMILY.
- ASK A FRIEND FOR HELP.
- TALK TO THE SCHOOL COMPLAINT MANAGER.
- AVOID BEING ALONE WITH THE PERSON.

<u>Deciding What to Do</u>

Whether you decide to do something yourself, get help from a friend, or talk to an adult, you have to do something. When trying to decide what to do, ask yourself these questions:

- Am I acting helpless? Am I doing what I can on my own to stop it?
- Is it a safe thing to do?
- Am I trying to solve the problem or get even?
- Is is really a solution or am I hoping that the problem will go away by itself?
- Am I only hurting myself?
- Are there other things that I can do that make more sense?

If your answers don't sound right to you, or if you are unsure about them, think again about your decision. Talk it over with a friend or trusted adult. Do something to help yourself. TUNE IN to your rights.

WHEN YOU SHOULD TALK TO SOMEONE ELSE

Talk to a trusted adult

- If they try to make you promise to keep the harassment a secret;
- If the harasser is an adult;
- If the harassment happens only when you are alone with that person;
- If you are being physically threatened or hurt.

HOW YOU CAN HELP IF YOU SEE SOMEONE BEING HARASSED

As a bystander what should you do if you see someone being harassed? Some people feel like they can't do anything, like they are a captive audience. There are, however, somethings that you can do to help. You can:

- Say that you don't think it's funny;
- Tell the person to stop;
- Walk away.

Don't do or say anything that will encourage the harasser. Don't giggle, stare at the person being harassed or gossip about what happened. These actions will probably make the situation worse, because they make people feel like you approve of their behavior.

AS A FRIEND

Friends can be very helpful. Sometimes they can do more than anyone else. A friend can help someone figure out what is happening and what to do about it.

If you are a friend of someone being harassed, be a good listener. Don't act on your own, without the person's permission. That might make your friend feel even more helpless. Help your friend decide what to do and then be supportive.

If your friend decided to discuss matters with an adult at school, help your friend prepare what to say. Talk it over. Make a list of what happened.

Write down . . .

- what happened.
- when and where it occurred.
- who saw it.
- how it made your friend feel.
- how your friend tried to stop it.

Provide plenty of detail. Offer to go along to the complain manager. Your friend may be scared and really need your support. Be reassuring. But let your friend do the talking. Be supportive.

Sexual harassment in the workplace or in any environment is the same as in the school. When you move into the world of paid work, these same tips will help you prevent, recognize, and address sexual harassment if it happens to you or someone you know.

Excerpted with permission from: **Tune in to Your Rights... A Guide for Teenagers about Turning Off Sexual Harassment**, Center for Sex Equity in Schools, The University of Michigan, Ann Arbor, Michigan, 1985.

Conclusion

You have now completed the Career Planning Workbook. The information and activities are your guide to the future. We hope you will keep these ideas and suggestions in mind as you make decisions for yourself and your child.

Expand your horizons and reach out for the opportunities that will make you grow and become what you want to be.

TEEN PARENTING RESOURCES:

CAREER SURVIVAL KIT FOR TEEN EDUCATION AND EMPLOYMENT

...a curriculum package to help teenage parents balance the dual roles of parent and wage earner, attain marketable job skills, explore nontraditional occupations, make decisions about employment, career options, and the world of work. The Kit can also be used with youth who are at-risk in school programs and community-based organizations. The workbooks were pilot tested in secondary schools. Package components are designed for youth and staff. Materials are designed for active participation using awareness raising activities to build skills that will help the student make the transition to the world of work.

LIFE SKILLS WORKBOOK: A GUIDE TO PERSONAL GROWTH

...teaches skills necessary to take control and manage one's life. Topics include Support Network, Self-Awareness/Esteem, Values, Decision Making, Stress Management, Time and Money Management, Child Care, and Child Abuse and Neglect.

CSK201 ..... **$12.50**

RESOURCE DIRECTORY FOR SINGLE PARENTS

...identifies educational options and information, financial aid resources and programs for employment and training. Financial resources such as AFDC, WIC, WEOP, and services from city or county Departments of Health and Social Services are described. These resources can be found in most states and many communities. While the listings are specific to one location, they serve as illustrations of the kind of help that is available throughout the nation.

CSK204 ..... **$6.50**

OCCUPATIONS DIGEST

...provides descriptions of 400 occupations including wage information, work places, method of entry, working conditions, moving up in the job and worker comments. It is written at an easy reading level and includes graphic illustrations throughout the book. This book is used as a resource for the **Career Planning Workbook.**

CSK206 ..... **$36.00**

PERSONAL CHOICES PERSONAL POWER

...activities focus on sexual rights and responsibilities, sexual decision making, short and long-term goals, relationships and goals, consequences of pregnancy. Pressure "lines" and assertive responses are included with examples of how to say no.

CSK202 ..... **$6.50**

STAFF USER GUIDE FOR TEEN PARENT PROGRAM PLANNING AND IMPLEMENTATION

...provides information and resources for staff working with teenage parents. Topics include: Statistics on teenage pregnancy and parenting, characteristics of teen parents, information on dropout prevention strategies and resources, issues concerning specific groups, e.g., minorities, teen fathers, rural/urban factors, model programs and strategies.

CSK205 ..... **$12.00**

PREP

...is a 54 page activity book designed to help individuals look at their interests and abilities as they relate to work. It includes activities on interests, school subjects, education and training, abilities, work methods, physical effort, job location, mobility, industries, budgeting, values, decision making and examining occupations. This activity book is used in conjunction with the **Career Planning Workbook.**

CSK207 ..... **$3.00**

CAREER PLANNING WORKBOOK: FROM ASTRONAUT TO ZOOLOGIST

...emphasizes the need to plan for the future. Activities explore the concepts of family and career, women and the world of work, the need to plan, higher wage occupations, career information resources, legal rights and discrimination, sexual harassment and employability skills and attitudes.

CSK203 ..... **$12.50**

RESOURCES FOR STRENGTHENING TEEN PREGNANCY AND PARENTING PROGRAMS

...contains information and materials for staff beginning programs as well as those maintaining programs. This resource: 1)identifies programming barriers, needs, and strategies, 2) provides a program inventory and needs assessment instrument, and 3) includes a catalog of current program resources. Educators successful in working with these students and administering programs generated the content for this publication.

CSK208 ..... **$12.00**

VIDEOTAPE SERIES (2 tapes - 1/2" VHS Format)

"Teenage Parents: Making It Work"

...companion visual for the **Life Skills Workbook.** It follows a teenage mother through a day and raises issues concerning needs and provides the solutions teen mothers have found successful.

CSK200V1 ..... **$59.00**

"Breaking Out: Career Choices for Teenage Parents"

...companion visual for the **Career Planning Workbook.** It introduces the concept of higher wage occupations. The video shows former teenage parents in nontraditional occupations, teens currently parenting and in school, and women in nontraditional jobs. The video provides positive role models of women in nontraditional/higher wage occupations and shows successful parents as teens and adults.

CSK200V2 ..... **$59.00**

CSK300 Complete Kit includes all the products listed above **$219.00**

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